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Annual Report of the Board of Education



Bloomfield, New Jersey
1923

THE INDEPENDENT PRESS



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REPORT OF SUPERINTENDENT.

OFFICE OF SUPERINTENDENT OF SCHOOLS,

BLOOMFIELD, N. J., JUNE 30, 1923.

Board of Education;

LADIES AND GENTLEMEN: The annual report of the Superintendent of Schools is herewith respectfully submitted:

Enrollment and Attendance.

The day school enrollment for the year reached a total of 5,007. This is an increase of a little more than three hundred over the enrollment of last year.

Last year with an increase in enrollment considerably larger the increase in attendance was 44,000. This year with the smaller increase in enrollment we show an increase of 62,000 in attendance. We consider this a splendid showing. These figures indicate that we have largely escaped the inroads so frequently made upon our attendance by contagions of diseases peculiar to children, such as measles, mumps, whooping cough, etc.

The enrollment for the Evening School shows an increase of but five over the enrollment of last year, the total number for the year being 400, made up of 169 females and 231 males. Notwithstanding the small increase in enrollment the total number of nights of attendance shows an excess of 551 over that of last year. A factor like this is encouraging as it may fairly be taken as an indication that as time goes on the pupils are appreciating more and more the value of the work they are doing.

The enrollment in classes organized for the teaching of English to foreigners reached a total of 51, this number being included in the enrollment given above.

Additional Accommodations.

During the early part of 1923 six new classrooms were added to each of the following schools—Brookside, Fairview and Wat-
sessing. As soon as these rooms became available, all with the exception of two were occupied by classes. The Brookside rooms were immediately filled by overflow classes organized to relieve the congested condition in that school.

The overcrowded condition in the High School was relieved

by having the class that graduated from Park School in February remain in that school as 9B pupils. This action made it necessary to arrange to accommodate the seventh grade classes which were crowded out of the Park School by the 9B's at Fairview and Watsessing. This disposition left one vacant room in each of these buildings when the other classes which had been on part time were taken care of.

In September it will be necessary to add another seventh grade class to the Fairview School, thus making use of every available room in that building.

An unexpected influx of kindergarten children to the Brookside School in the early spring made it necessary to organize two additional classes there, thus placing four classes on part time in that school after a period of relief of only two months from such conditions.

In order to accommodate the influx of 9A pupils which must take place from the Park School in September, it will be necessary to use laboratories and drawing rooms as class rooms again in the latter building, thus returning to the unfavorable condition which prevailed from September to February.

The lease on the Opportunity School on Glenwood Avenue expires July first and we have no accommodations for these classes except in the auditorium of the Center School or of some other building. In this connection we must also recall that two other classes of this nature are being conducted at the present time in auditoriums—one at the Berkeley School and one at the Brookside School.

In the Grove Street section a residential building boom is under way which it is expected will add over one hundred new families to the Carteret district by the early fall.

These facts are set forth to demonstrate the wisdom of the Board of Education in adopting a building program at the May meeting calling for an addition to the High School, an addition to the Carteret School and a building for our opportunity classes large enough to meet present needs.

The plans for carrying out this program are in the hands of the architect and it is expected that bids will be received for these three projected buildings early in July.

Compulsory Education.

Last year we were able to report a decrease in the number of home visits the attendance officer found it necessary to make. We find that history has repeated itself this year and again there is a small decrease in the number of visits made to homes. It should be kept in mind that this result has been accomplished with a larger enrollment. This is gratifying as it indicates a decrease in the tendency to play truant and also a disposition to be more careful about attending school by those who cannot be classified as truants, but who have a predisposition to be careless about attendance at school. The total number of home visits reported is 1,264 as compared with 1,300 for last year.

There has been quite an increase in the number of Age and Schooling certificates issued, the number reported being 118 as compared with 74 issued last year.

As might be expected from the facts given concerning truancy there has been a decided falling off in the number of legal notices issued to parents, the number last year being forty-one and this year only twenty. Of the twenty legal notices served, it was found necessary to take nine of the cases to court. Of these nine five were fined, three were reprimanded and one is awaiting court action.

The prompt but careful co-operation of the court is much appreciated. It exerts a wholesome influence on parents who would otherwise be inclined to be very careless about the attendance of their children.

High School.

The total number of pupils' names appearing on high school records for the year reached a total of 776, the corresponding number for last year being 704. Of the former number 121 were enrolled in Park School until they were promoted to High School work with the beginning of the second term in February. As there were no rooms available for this group in the High School these pupils were assigned to class rooms in the Park School, thus making it necessary to transfer four seventh grades from Park to the Fairview and Watsessing Schools as noted elsewhere.

This method of handling the situation works to the disadvantage of all concerned. It is necessary for these pupils to go to

the High School building for certain kinds of work such as drawing in the drawing rooms and science in the laboratories. When this happens time is lost in making the long trips to and fro. It is also inconvenient for the teachers who have to change more or less from one building to the other and it is almost impossible for them to make the shift so as to be able to begin work on time. As each minute of a recitation period counts for both pupils and teacher and as the total of time lost during a term is considerable, the handicap of the pupils working under these conditions becomes apparent.

The completion of the proposed addition to the High School will enable us to return to our regular routine of conducting class room activities and thus place all the pupils of the High School on an equal basis so far as opportunities for work are concerned.

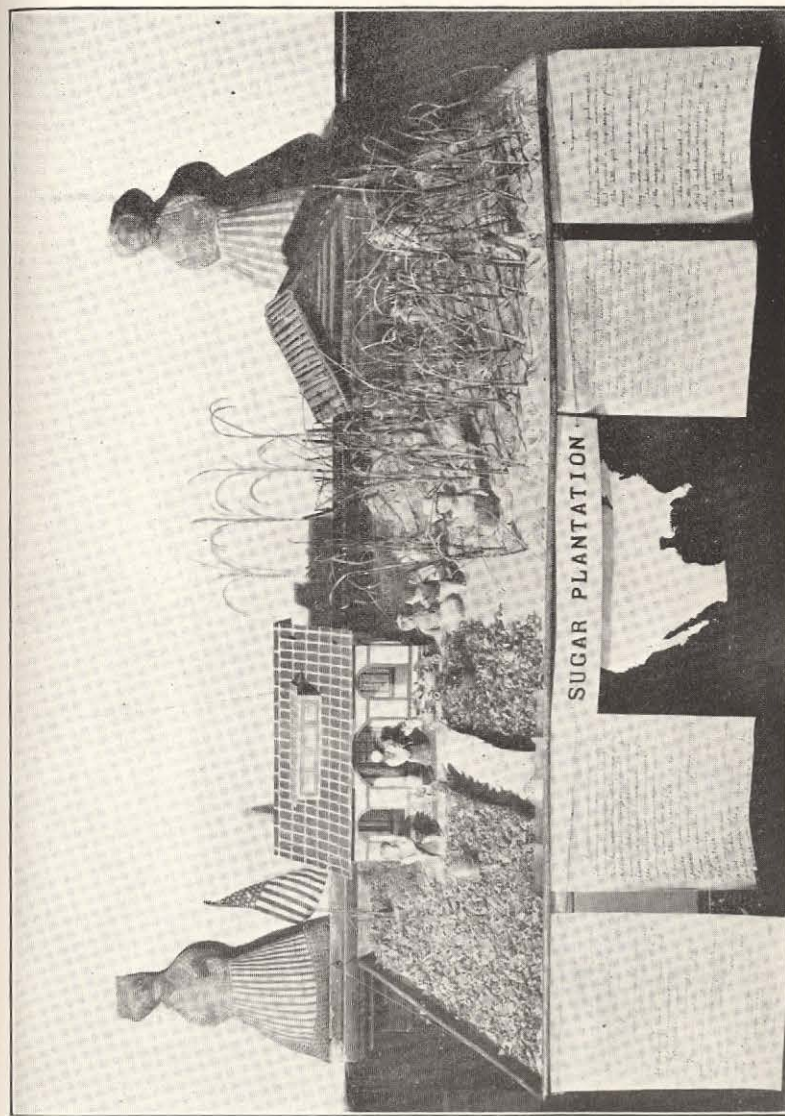
The number graduated from the High School this year reached a total of 80, this number being an increase of 25 over the number graduated last year.

Of these graduates thirteen boys and five girls, about twenty-three per cent. of the entire class, expect to enter college in September. Ten per cent. of the class, seven of the girls, expect to enter normal school. Practically all of the remaining sixty-seven per cent. will enter the business world or engage in some other purposeful activity.

Park School.

Owing to the necessity arising in February of using class rooms in the Park School for high school pupils, the membership of this school became limited to eighth grade pupils with the exception of one grade of Seventh A boys and girls. From the administrative point of view this was unfortunate because it interfered somewhat with a system of promotions by subjects which had been worked out and which had given general satisfaction. However, it is expected that this condition will be removed as soon as the proposed addition to the High School is completed.

It should be stated here that the transference of the seventh grades from the Park School to the Fairview and Watsessing Schools resulted in not a little inconvenience to the pupils and parents of that grade. However, when the reasons for the trans-



BERKELEY SCHOOL—SUGAR PLANTATION AS WORKED OUT BY FIFTH GRADE GEOGRAPHY CLASS.

fers were explained, the whole-souled co-operation which followed made the work comparatively easy. This spirit of co-operation was greatly appreciated by those whose lot it was to arrange these transfers.

During the year an athletic league for interclass games was organized which was successful in stimulating a new interest in athletics. From December to March the High School gymnasium was placed at the disposal of Park pupils from nine to twelve Saturday mornings. From nine to ten-thirty was known as the girls' period and from ten-thirty to twelve was known as the boys' period. The games and exercises carried on were under the direction of a teacher.

Several pupils of this school have been successful in winning prizes offered for essays by organizations from the outside world.

Two hundred and thirty pupils have been graduated from the school during the year and nearly ninety per cent. of this number will be found enrolled in the High School in September.

Elementary Schools.

Taken as a whole the work accomplished in the elementary grades has been very satisfactory. Believing that it is in these grades, especially grades one to six inclusive, that the child finds and perfects the working tools which he uses later in life, it has been the endeavor of all concerned to give to the pupils as good a foundation as possible in reading and writing and arithmetic and the allied subjects geography and history.

The child must have a good foundation in reading because this is the tool which unlocks all the treasures of knowledge found in books. If he cannot read intelligently he goes out into life under a heavy handicap. Realizing the seriousness of such a handicap we have aimed to develop all the characteristics of efficient reading in every pupil under our charge, in so far as these characteristics were capable of being developed in him or her.

Our children must be able to write a good legible hand so that they can keep records both for themselves and others and so that they can impart their knowledge or desires, as may be, to those who are far away. They must also know how to use numbers with correctness and dispatch so that they will find them-

selves able to solve the many problems they will necessarily come in contact with, as they go on in life.

They must know something of the geography of the world, the history of our people and the organization and the working out of our system of government. Otherwise, they will not have the knowledge on which to base the ideals of life and of service to the community for which we endeavor to lay the foundation, and we shall lose that efficient citizenship so necessary in this day and generation.

The methods of motivation and the other means by which such results are attained will be given in a somewhat detailed manner in the report of our efficient Supervisor of Elementary Grades.

Standard Tests.

During the present school year, the Principal of the Berkeley School has been making a special study of the use of standard tests in public school work, under the leadership of one of the professors of Teachers College of Columbia University. For this reason, we have been able to continue our experiments along this line with the advantage of doing some of the work in co-operation with the experts of Teachers College.

A general survey of the school was made during the fall in reading, arithmetic and spelling. When the returns were all in, we were much gratified to note that the school as a whole rated higher mentally and in attainment than the standard set for the country over by experts for pupils of a corresponding age.

In April a second set of tests of a similar nature was given throughout the school and the results obtained correlated very closely with the data gathered from the tests given in October.

In order to make clear the method of procedure and the adaptation of the technique of the survey in securing the results obtained, a few paragraphs are quoted from the reports sent to the Superintendent by the Principal at the completion of each test.

From the October Report.

"The raw scores of the National Intelligence tests were turned into mental ages by use of a mental age table computed

by Dr. McCall of Columbia University. The educational scores were obtained by adding the score made on the reading test to the score made on the arithmetic test and then to one-half the score made on the spelling test. This sum was turned into an educational age by using another of Dr. McCall's tables. The teachers ranked their pupils from highest to lowest without knowledge of any scores made. The educational ages were then arranged from highest to lowest. For a pedagogical age the pupils ranked highest by the teacher received the highest educational age made, the next the next highest, and so on. In cases where pupils were in departmental grades each of the teachers ranked all the pupils and then each pupil was given the average rank of these ratings. We now had three ages for the pupil, namely, mental, pedagogical and educational. While the latter was obtained by the use of only three educational tests, because of the high correlation of these three to the total education of the pupil, it can be taken as a fair index of the educational age of the pupil. While the score is not absolutely correct it is near enough for our purpose—diagnosis. The average of these three ages was taken as the promotional age. Through another of Dr. McCall's tables the pupils were classified on the basis of these promotional ages. The AQ or accomplishment quotient was obtained by dividing the educational age by the mental age. The promotional quotient was obtained by dividing the promotional age by the chronological age.

"As can be easily seen the above procedure is not only scientific but fair. In judging a pupil three phases were taken into consideration, his mentality, his educational attainment and the teacher's estimate. The marks made on the various tests could not be influenced one way or another. The answers were either right or wrong. Where there could be an equivalent answer it was given in the key."

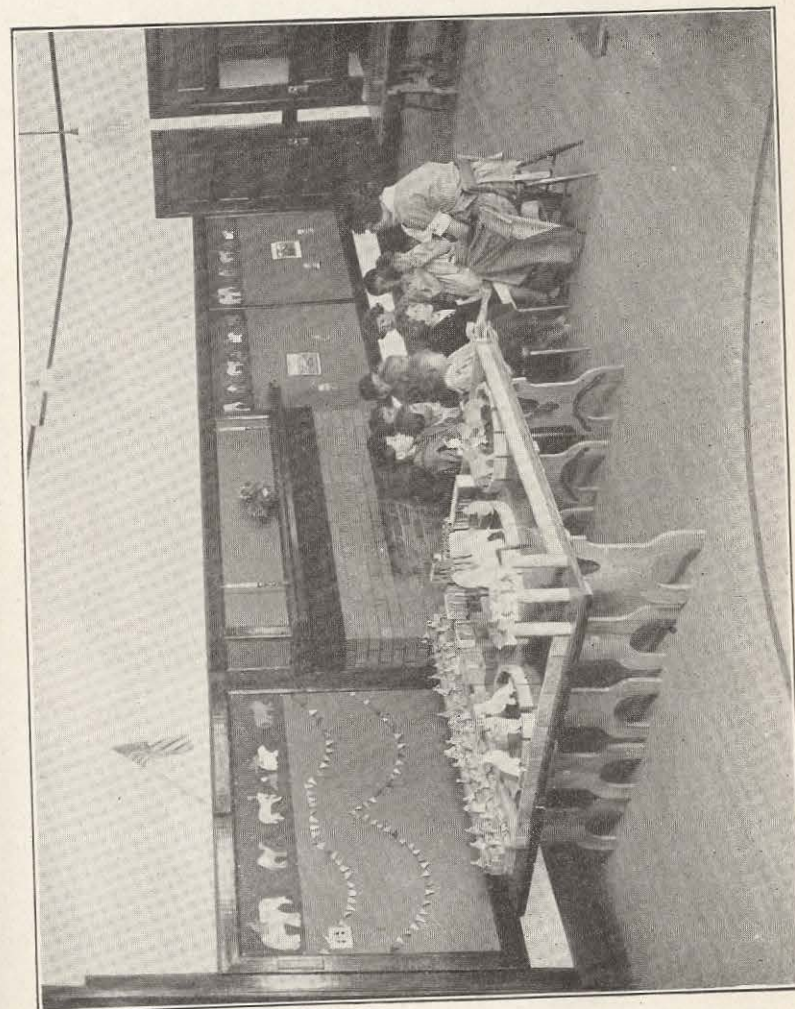
From the April Report.

"In October the tests indicated that the pupils of Berkeley average high-average in ability. A 100 IQ pupil is taken as average. The average spreads from 90 to 100. Between 90 and 100 is low average, between 101 and 110 is high average. In October the average for the school was 104.7. In April the aver-

age IQ was 110.6. In theory the IQ should remain constant. But because of changes of pupils the average will vary. The important thing is not that we have gained 5.9 points, but that our standard is still high average. The tests are constant to this point. The first survey showed that our pupils average 3 months younger in the grades than the standards for those grades. The same result was obtained this time.

"The outstanding result of the first survey was the information gained as to the classification of our pupils. We found that our grades average 7 months ahead of the standards. As a result of this information a few changes and shifts were made. Most of these changes took place at the end of the first term. In no case were pupils advanced more than one-half grade ahead. The survey just completed showed a much better classification. We are still ahead of the standard. Instead of being 7 months ahead, however, we are only 2 months ahead. Before any changes were made the average spread of educational ability in each grade was 52 points. As a result of the changes, scientifically made, the average spread in each grade has been cut to 45 points. The idea is not to get in each class only those pupils of the same ability. In every class there are always three groups, the slow, the average and the advanced. The first survey showed that we had too many very slow and very advanced in each grade. What has been done is to better classify these very slow and very bright. After the second survey I asked each teacher what pupil in the class she thought could be skipped in June. In every case it was the pupil who made the highest classification in the survey. In conference we decided to advance the pupil at once to the next grade rather than wait until June and then skip the pupil an entire grade.

"A result obtained this time that was not obtained in the first survey is that standings in the three educational subjects tested were obtained for each grade. In arithmetic the school averages 5.2 months ahead of the standard; in reading, 2.6 months ahead; in spelling, 1.1 month ahead. In arithmetic there is not a grade below the standard. In reading two grades are below and in spelling three grades are below. In some cases these findings surprised the teachers. However, they are working hard to improve the



FAIRVIEW SCHOOL—STUDY OF CIRCUS IN KINDERGARTEN.

class. The most helpful thing about the whole procedure is that they have definite goals to obtain. They know each pupil's standing and therefore know what pupils they will have to work with the most to improve the grade's standing."

The following table presents a summary of the facts brought out by the survey, which may prove interesting to some of our readers:

SUMMARY RESULTS

Grade	MA	CA	IQ	AA	RA	SA	EA	PA	PrA	CL	AQ	
6A	185	146	128	156	161	166	157	157	166	7.6	87	Class attainment
	152	152	100	152	152	152	152	152	152	6.7	100	Class standard
6B	155	145	108	159	150	148	145	145	149	6.8	94	Class attainment
	147	147	100	147	147	147	147	147	147	6.2	100	Class standard
5A	153	131	116	147	141	141	139	139	143	5.8	92	Class attainment
	139	139	100	139	139	139	139	139	139	5.7	100	Class standard
5B	144	132	113	134	133	129	133	133	138	5.4	94	Class attainment
	134	134	100	134	134	134	134	134	134	5.2	100	Class standard
4A	131	122	109	136	130	126	128	128	129	4.8	98	Class attainment
	126	126	100	126	126	126	126	126	126	4.7	100	Class standard
4B	118	122	99	122	118	117	119	119	119	4.0	99	Class attainment
	121	121	100	121	121	121	121	121	121	4.2	100	Class standard
3A	117	110	107	115	118	112	114	114	112	3.8	97	Class attainment
	113	113	100	113	113	113	113	113	113	3.7	100	Class standard
3B	111	106	105	113	110	110	108	108	109	3.2	98	Class attainment
	108	108	100	108	108	108	108	108	108	3.2	100	Class standard

MA—Mental Age

CA—Chronological Age

IQ—Intelligence Quotient

AA—Arithmetic Age

RA—Reading Age

SA—Spelling Age

EA—Educational Age

PA—Pedagogical Age or Teacher's Estimated Age for the Pupils

PrA—Promotional Age

CL—Classification

6.7 means 7 months in the 6th grade

AQ—Accomplishment Quotient

Evening School.

The Evening School is an institution over twenty years old. Its history has been one of development along the line of trying to meet new needs as they have been brought to our attention. In the beginning, this school consisted largely of classes in arith-

metic, English and bookkeeping. A pressing need for classes for teaching English to foreigners was soon realized and such classes were added to the curriculum. The need for classes in stenography, typewriting, sewing, mechanical drawing, shop-work, electricity, chemistry, Spanish and physical training, followed in quick succession and in each case the need was met.

During the World War the necessity for the opportunity to study French in the Evening School was realized and the need was promptly met by the organization of a class in that subject.

At the beginning of this year, a class in basketry was organized. It has been a decided success from the point of view of the number of pupils enrolled and the quantity and quality of work turned out. This class proved to be popular with our day school teachers and several of them embraced this opportunity for adding to their store of knowledge and to their equipment for regular classroom work.

Taken as a whole the pupils of the Evening School attend its session with a serious purpose in mind and the quality of the work accomplished is very satisfactory. This statement is borne out and the spirit existing among the student body is illustrated by three or four typical letters which follow. These letters were selected from several written by members of one of the shop work classes to their teacher and are given to the printer just as they were handed to us:

Mr. Vivian H. Cady,
Bloomfield High School,
Bloomfield, N. J.

Dear Mr. Cady:—

Night School in wood-working, just completed, was my first term of enrollment, but had I known that such a plant as you are in charge of existed in the town for me, I would have been under your direction several seasons sooner.

The work done by the boys in your class was a revelation to me and another season will find me at the bench again and I hope that I may bring others with me that they may profit by the training as I have done this season.

The fellowship that existed in your class was great and I enjoyed every minute of the class session.

Yours very truly,

My dear Mr. Cady:—

Now that the class in Joinery is drawing to a close it seems fitting that you should know our impressions gained during the pleasant profitable hours of the past term.

Did we get out of it anything more than the lumber we walked home with?

Can we answer it in any better way, than you have, in your enjoyable little talk to us last Tuesday evening when you reminded us, we now possessed something no one could ever take away from us? And to my mind that covers my case.

How different, more efficient, a saw is, when held as you have taught me to hold it. And so it has been with the other, more elaborate tools, a bit and brace, the plane, the chisel, the turning lathe. And then the various joints and methods of fitting and securing different members of a piece. My knowledge of joinery previous to coming to your class consisted of a rough sawn butt joint held by wire nails. Now I know how a joint can be made to hold securely by sawing to a squared line, planing to a surface and finishing with dowels and glue. The more elaborate dovetail joints I have not attempted this session but I know they exist and would not hesitate to attempt them another term. And so I could go on.

But I have profited in another way which is not reflected in the lumber I walked home with, and I must not close without mentioning the memories gained of evenings spent in delightful association with a teacher and men who enjoyed doing things.

Yes, it has been a profitable winter. The bookcase completed is incidental to the knowledge gained, and gained in an atmosphere of helpfulness, congeniality and good fellowship. May you long continue in this work.

Very truly yours,

My dear Mr. Cady : -

Now that the school year has drawn to a close, I wish to take this privilege to express to you and others concerned, my sincere appreciation of the opportunity that has been extended to me.

It is not the material things which I have accomplished, although they mean much to me, but it is as you have so well said, "those things we have received and which can never be taken from us," that count.

It has been a joy and a privilege to work under your instructions, a joy in the confidence that comes from knowing how to do certain things, a privilege to have as an instructor one with patience and ability to explain. I have been abundantly repaid for the hours spent in your class, not only for the things that I have accomplished, but also for those which I have learned.

This letter would not be complete unless I mentioned the help I have received from the association with others in the class. I have learned much from their experience also.

Wishing you continued success in your chosen profession, I am,

Yours very truly,

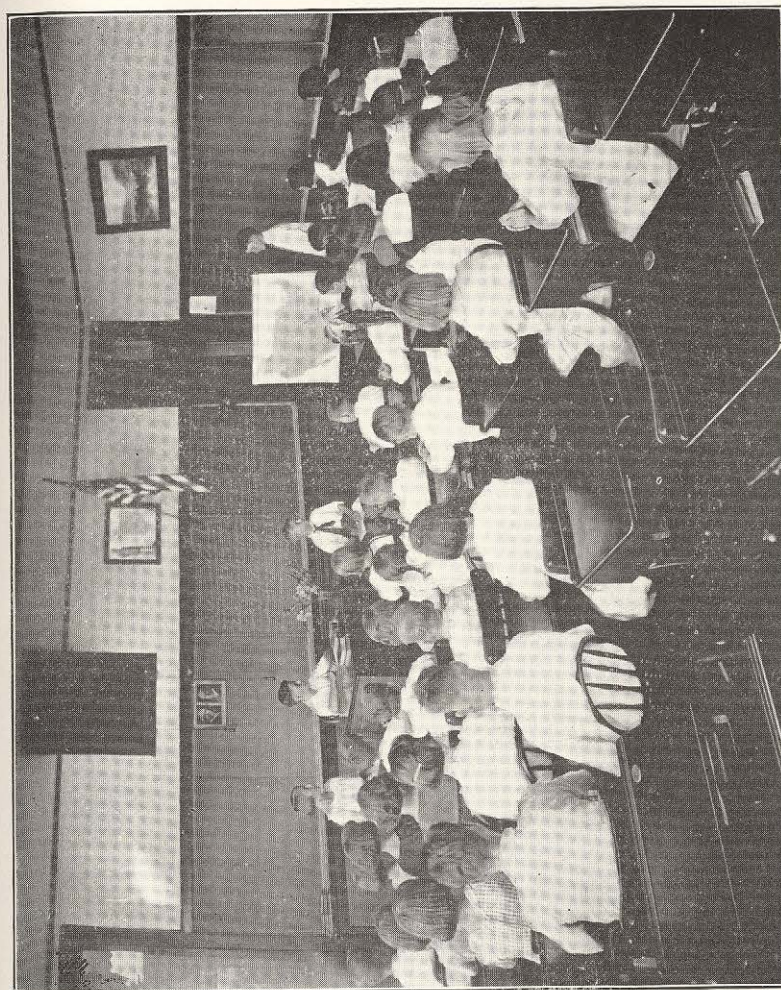
Dear Mr. Cady :—

As a member of your shop class for the past four or five years I have been able to complete a number of useful articles in furniture, porch screens, etc. Apart from this I have found the work most interesting and helpful.

Since attending your class I have learned a great deal about the use and handling of tools and also feel that I am more capable of recognizing good furniture.

I earnestly believe any young man would not regret any time spent in this work.

Respectfully yours,



BROOKSIDE SCHOOL—HISTORY CLUB IN SESSION.

Summer School.

The summer schools for pupils deficient in high school subjects and the school for pupils having deficiencies in grades 6A to 8A inclusive were continued during the summer of 1922. About the same number of pupils was enrolled in each school as was enrolled the previous year. The results obtained averaged about the same. Enough pupils removed conditions and completed successfully the work of the grade following to justify, from the financial point of view alone, the continuance of these schools for the summer of 1923. It was deemed necessary to discontinue them though, because the amount of money allotted to Bloomfield from the State for the school year 1923-24 is much smaller than the amount anticipated.

Drawing, Manual Training and Domestic Science.

The outstanding characteristic of the work in these departments has been the tendency to make it practical. Changes have been made in the outlines of work for drawing to accomplish this end.

The construction of a miniature house by the pupils of the Watsessing School brought the manual training work well within the realm of the practical for that school while the work in sewing and cooking has been directed along the line of producing something that can be eaten or worn.

Brief reports of the directors of each of these departments of work will be found elsewhere. They indicate the progress which has been made and will be found to contain some very interesting statements.

Physical Training.

The work of this department has been carried on along the usual lines in the High School and good results obtained.

The report of the Supervisor of Physical Training in the Elementary Grades appears elsewhere. It explains somewhat in detail the methods pursued and the results obtained. One feature of the work which has been emphasized is the corrective activities which have been undertaken. This is an important feature of our work in physical education and we hope to give it even greater attention during the coming year.

Health and Nutrition Work.

During the last decade, much progress has been made along the line of looking after the health of school children. When we, who are grown ups now, were boys and girls the matter of health was left almost entirely to the care and supervision of the home. Defects which often interfered seriously with the progress of the school work received no attention, not because the parents were indifferent but often because they did not know that defects existed.

Many children were undernourished not always because they did not have enough to eat but because they did not get the right kind of food, supplemented with the right kind of supervision and care. Even to-day many mothers know but little about these very important factors of the child's life.

The coming of medical inspection, the school nurse and the health and nutrition worker has brought many changes for the betterment and improvement of the health conditions of our children. The trained worker detects very quickly symptoms often overlooked by parents. The resulting conference with the parent often brings about an improvement in the health of the child, much needed and very helpful.

The report of the school nutrition worker appears elsewhere. It gives a detailed account of the work carried on during the year. It will be found both interesting and instructive.

Home Garden and Poultry Work.

As in former years, it has been our endeavor to make the work of this department practical. The year's work is summed up in a brief report submitted by the Supervisor and appearing on another page.

Music.

"Increased interest generally, with special attention to ear training in primary and grammar grades, thereby developing musical appreciation" is the phrase which the Supervisor of Music places first in his notes on the progress made in his department during the year. That progress has been made was strongly evidenced in the songs rendered by all the pupils of grades four

to six inclusive, in the High School auditorium on Wednesday, May 23rd.

Perhaps the most noticeable features of improvement were evidenced in the finer quality of tone and the apparent advance in the knowledge of the technique of the subject.

Among the members of the audience present on this occasion was one of the reporters of our local paper. A quotation or two from his description of the entertainment will serve nicely in giving the point of view of an outsider of the musical situation in these grades:

"Bloomfield had a May music festival participated in by about nine hundred voices and an orchestra of about forty instruments. In point of numbers it was the greatest musical affair that ever took place in the town. It was perhaps well that the great sing was treated as a school function and not widely advertised, for if it had been otherwise the school teachers would have been placed in a serious dilemma, for with a chorus that filled all of the ground floor of the auditorium and a part of the gallery it would have been extremely difficult to accommodate an audience. Shortly after two o'clock Wednesday afternoon large groups of marching children could be seen coming from various directions and headed for the High School auditorium. The children were the selected choruses who were to take part in a great school sing. The sing was an entertaining and interesting demonstration of what is being done in the town schools in music.

"The work of the children was very creditable and their response to the conductor's lead gave evidence of a good foundation being laid in musical instruction and that the child mind was grasping the fundamentals. Numbers 7 and 8 on the program were exceptionally well rendered and a delightful finish was given to the sing by the animated singing of Number 14."

The combined orchestras of the elementary schools played on this occasion and made a very favorable impression.

Special Classes.

Owing to the great increase in the cost of building, the new home for the Special Classes anticipated in last year's report was not built. In planning this building, provision was made for the future growth in this department of our school work. Because

of the very high cost of labor and materials it was deemed advisable to abandon the idea of providing for the future and to make provision for present needs only. Accordingly a new plan has been adopted by the Board of Education in keeping with this idea and a building is being projected which it is expected will meet with the approval of all concerned. This building will be but one story high and for this reason the cost of construction will be considerably reduced. It is hoped that the necessary arrangements can be made for beginning work on this structure soon and that it will be ready for occupancy before winter sets in.

The work done in the Special Classes has been along the usual lines and has been very satisfactory, considering the conditions under which it was carried on.

Professional Improvement.

Periodicals and educational books placed at the disposal of the teachers in each school, dealing with methods and procedure have been a constant stimulus to their professional growth, thus indirectly influencing the progress of the pupils. The number of books and papers thus used in each school appears below in a tabulated form, for both last year and the year just completed:

	No. Books Read	No. Books Read	No. Periodicals Read	No. Periodicals Read
School	1921-22	1922-23	1921-22	1922-23
High	164	123	42	53
Berkeley	73	164	16	18
Brookside	38	52	4	28
Center	47	44	14	27
Brookdale	11	42	5	4
Carteret	24	32	3	2
Fairview	55	87	27	24
Watsessing	51	82	28	25
Park	53	33	25	16
Teachers not in- cluded above.....	64	55	22	25
Totals	580	714	186	222

During the year just closed twenty-six of our teachers have taken University courses and five have done work in Summer Schools or elsewhere. All of this reading and work has resulted

in a better understanding of school problems and a closer touch with the latest and the most improved practices in teaching.

Thrift.

The matter of thrift still seems to be an interesting subject to our boys and girls. The results accomplished by the installation of the school savings system are summed up in the following paragraphs quoted from a letter from the local bank in which our deposits are made:

"During the past year there has been deposited through the banking machines by the pupils in all of the schools excepting the High School \$6,479.93; last year there was \$6,660.54 deposited. While the amount deposited is a little less this year I do not believe that is of great importance.

"We have on deposit in the bank \$19,223.64 in 1,147 individual accounts that can be traced directly to this system. This is an average of \$16.76 an account against \$12.83 last year and \$5.81 the year before, so you can see that the growth in average balances during the past year has been nearly \$4.00 and the number of accounts has grown over 33 1-3% in one year. We have estimated that there are in the hands of 2,262 card holders the sum of \$3,391.66 which eventually will be added to the accounts in this bank or cashed.

"There is no doubt of the value of this School Savings System as it has been operating in Bloomfield Public Schools and it is safe to venture the opinion that in no other community has its success been greater and also that the average of the savings bank accounts opened by the pupils will compare favorably with any other city in which the system is in force."

SAVINGS BY SCHOOLS 1922-1923.

School	Total Amount Saved
Berkeley	\$1,816.24
Brookdale	127.90
Brookside	1,422.35
Carteret	444.82
Center	1,071.32
Fairview	968.18
Park	151.13
Watsessing	477.99
	<hr/> \$6,479.93

Athletics.

Athletic activities have been given the usual attention and the result of the year's work was quite satisfactory. During the football season twelve games were played, eight of which were won, two tied and two lost. One of the tie games was played with the Stuyvesant High School of New York, which school won the championship of Greater New York. Our team was also awarded the Class B championship of New Jersey.

Our basketball season was equally successful with the football season. Our team played sixteen games and won twelve of them. Three games ran into over time periods to decide ties.

The baseball season has been fairly successful considering the conditions under which the team worked. We have been handicapped each spring by not having a field available for early practice and for playing games. The Watsessing Park field usually can not be used before May 1st, so the first games of the season have to be played away from home.

The courtesy of the Sprague Electric people in permitting our team to practice on their field has helped us out of what would have been otherwise a serious dilemma. This courtesy is much appreciated.

The progress made in getting our own athletic field ready for use has been very slow and discouraging. We are working hard to have a football gridiron laid out for use in the fall but at the present time this is far from being an assured possibility.

As noted elsewhere the baseball league organized in the elementary schools aroused a great deal of interest in this sport and will tend to develop material for the High School team.

Our athletic coach has been untiring in his efforts to develop good teams and his work is deserving of commendation. Its results are reflected in the records made by the teams he has coached.

Medical Inspection.

Under the caption "Enrollment and Attendance" is noted an exceptional increase in the attendance for the year. Just how much of this increase may be credited to the efforts of the doctor and school nurses it is hard to estimate, but it indicates very strongly that the Medical Inspection Department has been doing

all in its power to keep the health of the children up to the highest possible level. A study of the statistical reports, rendered by the members of this department, which appear elsewhere, will give a comprehensive idea of the volume of work covered and of the many details which have to be handled in this department.

Gifts and Prizes.

The following gifts should be noted and our thanks expressed to the donors:

A gold medal from the Newark Alumni of the Rensselaer Polytechnic Institute, Troy, N. Y., to be awarded to the male member of the graduating class attaining the highest average in mathematics and science combined.

A cash prize from the High School Latin Club to the member of the graduating class making the best record in Latin during the High School course.

A cash prize from the Faculty of the Bloomfield High School Science Department to the member of the graduating class making the best record in Science during the High School course.

A cash prize from the Alumni of the Bloomfield High School to the member of the graduating class making the best general school record during the High School course.

A cash prize from the Commercial Club of the Bloomfield High School to the member of the graduating class making the highest record in commercial subjects during the High School course.

A cash prize from the Eucleian Fund to the member of the graduating class making the best record in English during the High School course.

A cash prize from the Bloomfield Chapter of the Daughters of the American Revolution to the member of the graduating class of the Park School making the best record in American History.

Two cash prizes of five dollars each from the Bloomfield Teachers Association, one to the boy and one to the girl making the highest general average during the last year in Park School.

Two cash prizes of two dollars and fifty cents each from the Bloomfield Teachers Association, one to the boy and one to the

girl making the highest average in English during the last year in Park School.

A silk flag to the pupil making the highest grade in the subject Problems of American Democracy, a subject required by law. This prize was presented by the Junior Order of American Mechanics.

A gift of a silk flag to the High School by the Junior Order of American Mechanics.

A gift of a collection of stuffed birds from Mrs. George D. Whitehead.

A gift of a miniature reproduction of the Taj Mahal, one of the seven most famous buildings in the world, from Mrs. Polhemus Lyon.

A gift of some chemical apparatus from Miss Mary G. Oakes.

A gift of the statue of Venus and Winged Victory from Mrs. George L. Curtis.

Gifts of plants and shrubbery and trees from the Town Improvement Association for the improvement and beautifying of school grounds.

A gift to the High School of a Delineascope by the Latin Club.

Addresses.

The following addresses were given before the High School pupils during the year:

- Oct. 17, 1922—Demonstration of the drawing of the National Draft during the war, by Major Charles Morris, assistant to General Crowder, Washington, D. C.
- Nov. 14, " —Business Education—Prof. Theodore Distler, New York University.
- Nov. 16, " —Dr. William Swift, Evangelist.
- Jan. 4, 1923—Preparation for College—Dr. Arthur Wright, Dartmouth College.
- Feb. 1, " —Value of High School Training—Prof. Henry Schauffler, Union College.
- Feb. 24, " —Port of Newark—Dr. C. F. Kreamer.
- Feb. 24, " —Our High School—Mayor Frederic R. Pilch, Bloomfield, N. J.



A PHOTOGRAPH OF SAMPLES CONTRIBUTED FROM BLOOMFIELD'S INDUSTRIES USED IN CONNECTION WITH FOURTH GRADE GEOGRAPHY.

- Mar. 13, 1923—Nursing—Miss Edith Hurley, Eastern Council of Nursing, New York City.
- Apr. 10, “ —Choosing a Profession—Prof. Allan Cullimore, Newark Technical School.
- Apr. 16, “ —Law as a Profession—George Harris, New Jersey Law School.
- Apr. 18, “ —Hi Y—William Crawford.
- Apr. 20, “ —Training for Department Stores—Miss Helen Fitzsimmons, L. Bamberger & Co., Newark, N. J.

Educational Films.

The following Educational Films were shown in the High School at Assembly periods:

Date Industry
 Reel Life, No. 1
 A Trip through Canada
 Gardens of Europe
 Living Book of Nature
 Tours of the World
 Masters of the Air
 O What a Jam
 Northern Sports under Southern Skies
 Reel Life, No. 2
 Quaint Japan
 Flying Trip to Hawaiian Islands
 Couldn't Get Up in the Morning
 Paper Making
 Nature's Echoes
 U. S. Navy.

In closing permit me to express my sincere appreciation of the support accorded me by the members of the Board of Education and of the helpful and earnest co-operation of teachers, principals and supervisors.

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REPORT OF THE SUPERVISOR OF ELEMENTARY GRADES.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: At the close of another school year, in compliance with your request, I submit the following report on the work of the Elementary Schools.

There have been many encouraging marks of steady, healthy growth in the accomplishments of the grades. As my duties have called me from school to school and from grade to grade, this progress in the pupils' advancement has been very tangible. The specific aim in each school has been to improve the instruction in the "three R's" in all of the usual school activities. Barring only such changes as have been suggested by differing conditions of social phases in school life and wider experience, the present course of study has been closely followed. However, a few definite examples may be mentioned that will demonstrate the line of some motivated phases of instruction that may have been carried on and which will illustrate our aims and be of interest to the readers of this report.

Beginning with the first grade and carried on through all classes, more attention than formerly has been given to the matter of silent reading for thought getting and it is gratifying to report that the children are making progress under this directed work.

Concentrated effort along definite lines in oral and written English for the improvement in logical, or orderly sequence of thought, and naturalness of expression, has been the constant goal. As a result greater freedom in thought, greater accuracy of speech and a marked development in choice of words have been noted. The teachers by using problems relating to the children's everyday experiences have linked up all subjects with the English instruction. They have emphasized the value of the formation of habits that go to develop good citizenship and right living and have obtained valuable applied lessons in civics, history, geography, spelling and arithmetic.

The outcome of this instruction has been the organization of Safety First, Thrift, Health, Music and History Clubs under

pupil leadership, also socialized recitations, discussions, dramatizations, spelling and arithmetic contests for accuracy and speed.

Helpful material to vivify and illustrate the lessons in geography and history has been lent or has been given by parents who have been interested through their children in different projects that have been developed in the classrooms. Very valuable articles have been given to the schools from business concerns and factories in response to letters of inquiry written by pupils in the English classes. This wealth of material has been mounted on charts, used in the making of miniature villages or presented to the class in an inspirational way both by pupil and teacher. Unusual interest has been thus created and lasting impressions of the facts to be taught have been made.

The project work undertaken this year has been conservative and has been followed with utmost caution. All projects have been used to link up and motivate the essential points laid out in our grade outlines. A few types of work given below will illustrate concretely some of the methods used to vitalize the instruction and form worthwhile class and school projects.

In the study of geography and history, children have selected their own imaginary journeys to important cities and countries, having as a purpose either a pleasure or a business trip. They have gathered the needed material, such as: railroad time tables, steamboat schedules, hotel guides, postal cards, pictures, newspaper clippings and very often booklets with the industrial and historical settings of places to be visited. These have helped to make the journeys very realistic and have formed valuable lessons.

Spelling record charts and health reports have been placed on the blackboards to spur the individual pupils to work for one hundred per cent. or a high average at the end of a week or month. Competition has proved its worth and the children have put forth greater effort. Hygiene talks and daily inspection have been a very important item in the daily program in all the schools. Weather charts, flower and bird calendars have been the means of stimulating observation and interest. Friendly contests between grades or different divisions of the same grade in spelling, arithmetic, and writing have been used for drill and to arouse healthy

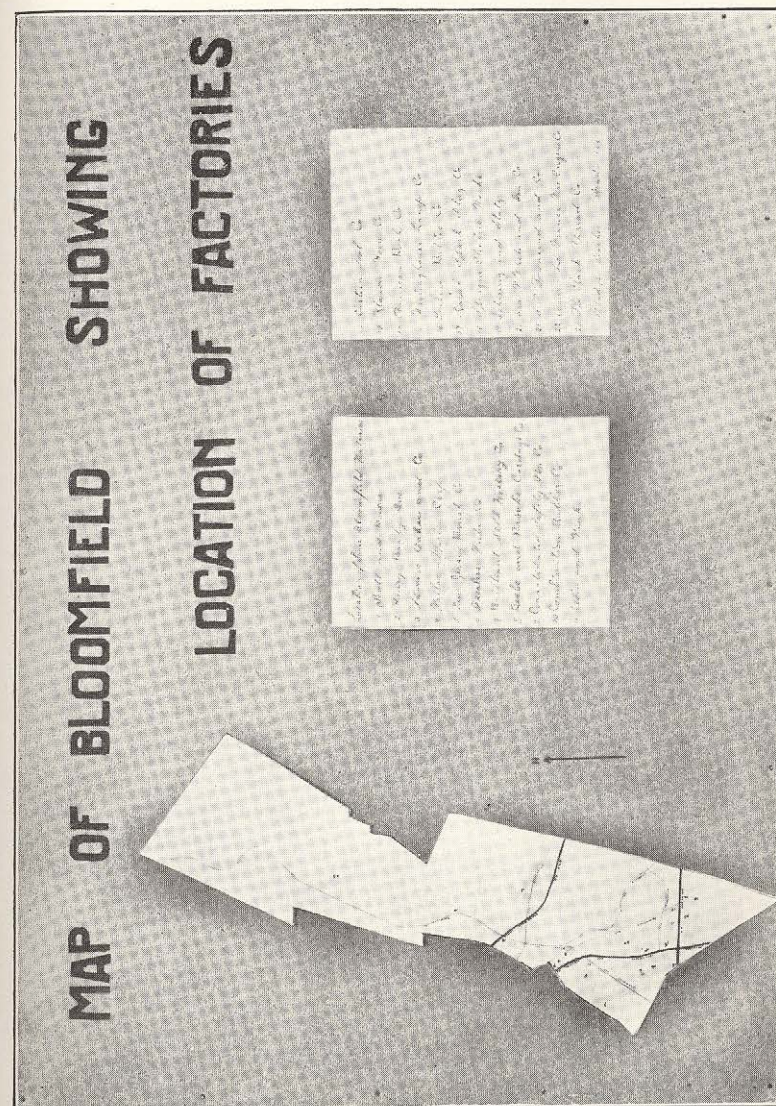
competition. Applied lessons of civic and ethical value have been stressed more than ever, constant effort having been put forth to secure habits of courtesy, thoughtful kindness, self-control and self-reliance among the pupils.

One of the many interesting projects carried out in the Center School was the study of the cattle industry. In this connection a chart was made, showing by samples and pictures collected by the pupils, the by-products of this industry.

A sugar cane plantation was worked out remarkably well on a sand table at the Berkeley School. This project was the outcome of the study in a geography class of the sugar industry. Carefully planned correlation in language, spelling and history made this lesson of great value.

The formation of History and Music Clubs in the Brookside School was an outstanding feature in a worthwhile project. The following data will explain the purpose: "A History Club was organized by the 6B class in November and conducted entirely by pupils, following parliamentary procedure under the direction of the history teacher. A constitution was written by the pupils. Officers were chosen every two months consisting of a president, vice-president, secretary and treasurer. The Superintendent of Schools, the Elementary Supervisor and the Principal of the school were made honorary members. Committees were appointed to arrange an historical program for each meeting." The class teacher has reported interest along historical lines stimulated and an excellent foundation for good citizenship laid. The orchestra which has been organized this year has accomplished very creditable work. Its membership numbers nine violins and a drum and traps. "To cement the members more closely a Music Club was formed. Business meetings were held regularly and small assessments imposed, as dues, which were used to purchase music and to further sociability." The band has furnished music for Assembly exercises and for marching to the classrooms on arrival at the morning and afternoon sessions.

Along the line of the above activity, I wish to call attention to the commendable orchestra work that the pupils of the Berkeley, Fairview, Watsessing and Park Schools have carried on. The Park School orchestra has done so well that it has been in



WATSESSING SCHOOL—MAP AND DATA USED IN CONNECTION WITH THE STUDY OF THE INDUSTRIES OF BLOOMFIELD IN THE FOURTH GRADE.

great demand for different functions held in the High School Auditorium.

The following compositions will show one of the methods we have used in giving a practical applied aim or purpose in our English instruction.

What I Can Do to Prevent Accidents.

During nineteen twenty-two there were estimated from seventy-five thousand to ninety-five thousand deaths and from two million to twelve million injured in the United States from accidents. In Bloomfield alone there were two hundred forty-two accidents.

What can I do to help prevent them? There are dangers all around, in the home, in the street, and in the school.

At home there is a great danger from fire. To prevent this we should not allow rubbish to accumulate, as this may catch fire by carelessly dropping on it a lighted match. Many serious fires are caused by bonfires. Heavy bags and old brooms should be handy to beat out the fire if it spreads. Fire is also caused by kerosene, gasoline and stove polish that contains inflammable substances. Oil stoves, if upset, cause fire. Matches should be kept in a tin box out of the reach of small children.

At Christmas time many fires are caused by Christmas trees. Candles are lighted and the branches or ornaments catch fire. In Newark, there was an old stone church that was burned. A boy went into the church, and as it was dark, lighted several matches, one of which ignited a Christmas tree. It blazed up and the boy, becoming frightened, jumped out of a window to save his own life. The result was the interior of the church was burned and thousands of dollars were lost.

On the Fourth of July there were many fires due to fireworks. In a store, in Bloomfield, a small girl had purchased a top pistol and some caps. She shot a cap in the store and some sparks that flew from it ignited some rockets near. Soon the whole store was ablaze and great damage resulted from this act of carelessness.

Accidents in the home are caused by various things. Poisons are easily mistaken for medicine if the labels are off. They should be kept on a shelf by themselves, out of the reach of children.

Most of the accidents on the streets are caused by automobiles. The following are good rules to prevent these accidents.

1. Look up and down, and both ways, before crossing the street.
2. Cross at the regular crossings.
3. Wait for the traffic policeman to tell you when to cross.
4. When alighting from a bus catch hold of it with the left hand, step down with the right foot and jump in the direction the bus is going.

Many accidents are caused by jumping off moving trains, walking on the railroad tracks, also by not waiting to "Stop, Look and Listen."

There are also many dangers at our own school. In fire drills we should not rush, as this might cause a panic; we should not linger, as there might be a real fire, but walk at a quick, steady pace. When playing ball, do not throw the ball too hard as it might strike a passer-by or one of the players. Serious injuries have been caused by doing this. If the ball goes out in the street, do not run to get it until you are sure that the road is clear. Do not carelessly slam the fire-doors as some one might be in the way and get hurt. Do not rush down the stairs.

If I obey these rules I shall be doing my share to prevent accidents and so decrease the death toll in the United States.

Park School.

ANNA STOKES.

DEAR PARENTS: You are invited to attend a meeting to be held in the Bloomfield High School Auditorium on Monday evening, May 28, 1923, at eight o'clock.

The object of the meeting is to organize "The Home and School Association," so that the home and school may become acquainted and may work together for the benefit of all.

The speaker of the evening will be Dr. Charles A. Philhower, Superintendent of the Public Schools of Westfield, New Jersey. He will tell about an association of this kind which has been doing very good work in Westfield for some time.

There will be music by the Park School Orchestra.

A large attendance of parents and teachers is desired.

Your son,

Carteret School, May twenty-third. THOMAS DIDOUSIS,

Given below is one of a class set of poems written by pupils in an English exercise. It shows correlation of instruction with the work in Hygiene.

The House Beautiful.

"The House Beautiful" is a perfect house,
You never saw a rat or mouse;
This house is clean and neat and bright,
And also safely lit at night.

The kitchen is a healthful room
With walls all white and blue;
An electric range, a table white,
And a sink that is brand-new.

The larder's full of wholesome food,
Fruit and lots of milk;
The parlor is a dainty place
With draperies of silk.

The bedroom is all spick and span,
The bed is snow-like white,
And here the children go to bed
At eight o'clock, each night.

Watsessing School.

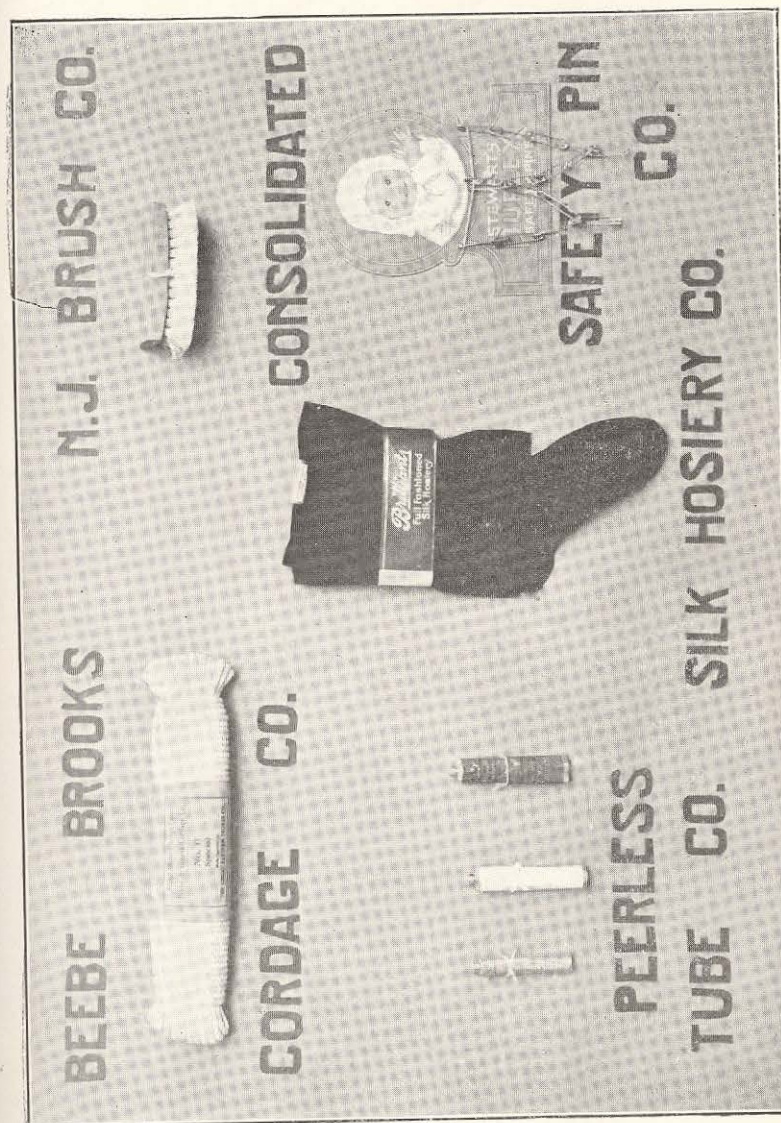
HELEN WENTWORTH.

This unique and helpful device has been used to promote better English in the Brookdale School: "A sealed box with a narrow slit in the top is placed in a convenient location in the classroom. When a child hears a grammatical error made by one of his classmates in school or outside, he writes the exact words spoken and the name of his classmate who made the mistake. On the back of the slip, he writes the correct form and signs his name. This slip is then placed in the 'Correction Box.' Once a week the box is unsealed and errors and corrections read. Each row of pupils has a number and the score is kept by rows. The row having the highest number of corrections and fewest errors wins."

The most ambitious example of a purposeful project has been undertaken in the Watsessing School. With the co-operative work of every grade interest has been centered around the building and furnishing of a "House Beautiful." The plans were drawn and the house constructed under the direction of the Manual Training Department of the Grammar School. Space cannot be given me to describe in detail the correlated problems used by each grade to motivate the work in the fundamental studies.

Beginning with the Kindergarten the interest has been centered in the large thought of "Shelter." Morning talks, stories, songs, room decorations and table work have illustrated the various kinds of shelter in the wonderful way each living thing is protected. Following this line of thought, "The need of shelter and protection," different grades have studied the home life of the Indians, the primitive home life of the "First white men," the Pilgrims, and early settlers up to the present time. Stories and legends have been read and interpretative games and dances have been taught in the physical training classes. In the Hygiene classes first aid work has been demonstrated, also a medicine cabinet has been constructed and filled. Good housekeeping and care of family, including cleanliness of person and home, sanitary plumbing, proper preparation of food, the making of menus for healthful, well-balanced meals and the proper serving of them have made topics for study and discussion.

In considering the material needed for the building and furnishing of this "House Beautiful" the subject of manufacturing has been studied. In the fourth grade, a list of the industries of Bloomfield was made a problem for investigation. Many incentives for research work were provided, such as: reason for location; where the raw material came from; where the finished products found a market, and many similar questions. The pupils were much interested in bringing advertisements, collecting materials and mounting these on charts for a permanent exhibit. Purposeful English lessons were made by classes writing letters asking for samples or advertising matter. Manufacturers gave their valuable time and attention to the children's inquiries, even dictating long letters of information and sending many samples of their products. The children were delighted with the courte-



A PHOTOGRAPH OF SAMPLES CONTRIBUTED FROM BLOOMFIELD INDUSTRIES
USED IN CONNECTION WITH FOURTH GRADE GEOGRAPHY.

ous response and learned valuable lessons. Arithmetic problems, such as: buying a lot and building a house through the Building and Loan, itemized bills for furnishing of the house and the writing of business letters were studied. Different types of architecture were made the basis of interesting research work in History classes. In spelling terms peculiar to the industries studied were looked up and made a part of the child's usable vocabulary. Informal and formal invitations to social functions pertaining to the "real life" of the people in the "House Beautiful" were written in the English classes.

The activities mentioned, which include a variety of interests and cover a number of subjects, are illustrative of some of the types of problems stressed in all schools, although handled with different motives.

Students from the High School during "Safety First Week" gave extemporaneous talks in the Auditoriums of the Elementary schools. This was an innovation and productive of good results. The pupils also from the grammar department in their respective schools, either by short talks or reading of compositions, came before the primary grades and very graphically warned the little folks of the dangers of the street.

During the past year, the handwork and academic instruction in the opportunity and special classes has been carried on very successfully under most trying circumstances. The prospect of a new building to house all of these classes make the future outlook for a more intensive and broader field in this special work very promising.

The work of the "Town Improvement Association" in beautifying and improving our school grounds has been a means of many civic lessons. Lessons both "silent" and "oral" have been the medium also of helping the betterment of the appearance of many children's home grounds.

Throughout the year, the newspapers have been very generous in giving space to school items, and this help is greatly appreciated. The bringing through the press notices of educational activities stimulates the parents' interest and is a link in cementing co-operation.

Group or grade meetings have been held from time to time.

These conferences have consisted of "round table" talks or discussions on the regular every day problems in the classrooms, also exchanges of ideas regarding different methods of presentation and comparison of class work. We have also taken our typewritten copies of the course of study as a basis for investigation. We have found that in some cases the standard can be raised and new problems introduced to meet the demands of changing civic and social conditions. Programs and courses of study from other cities have been consulted and compared with our own, also pedagogical books reviewed, in order to make an intelligent survey of educational problems.

The practice of giving teachers two visiting days a year has been most helpful. These observation days have been used to visit our own schools, or schools in out of town systems. The teachers have returned with new ideas and greater inspiration for their work. At our grade meetings days experiences have been told or reports read from which helpful suggestions have been gleaned.

This year, unavoidably, the meetings have been few in number. I regret this fact, for I, too, as well as the teachers, need the inspiration of "get-together" meetings. The friendly informal talks over the individual problems, the varied experiences and suggestions have been a source of real pleasure as well as a help to us all.

In conclusion, I wish to say, I am very grateful for the cordial help and co-operation of the principals, supervisors and teachers, and greatly indebted to you for your wise and kindly guidance, together with the confidence shown in my efforts to perform my various duties.

Respectfully submitted,
IDA E. ROBINSON,
Supervisor of Elementary Grades.

REPORT OF THE DIRECTOR OF DRAWING.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I submit herewith the annual report of the department of drawing and elementary manual training for the year ending June 30, 1923.

In general, work has proceeded along the usual lines. The outlines for the lower grades have been remodelled to make the work as practical as possible and to adjust it more closely to the course of study. We are trying to lay emphasis on a progressive sequence of principles and facts to be taught rather than on covering absolutely any stated number of problems suggested, believing that some principle of drawing or habit of work learned by a few exercises, well done, is more valuable than a great amount of work done poorly.

A little more work than heretofore has been done in the lower grades in costume and interior decoration so as to correlate with home life and with special problems such as the house built by the manual training classes of one school. Other new problems have been introduced. For example: a lamp shade in Grade VIII-B to fit a base made by the boys in manual training.

In the High School the number electing art has been greater than ever before. We are glad to note an increase in free-hand classes, as a knowledge of the elements of perspective is so valuable in whatever line the students follow later. Much enthusiasm has been shown in the basketry classes with the result that the students become interested in other lines of work. The costume and applied design classes are popular and some elect interior decoration, lettering, cartooning and pen and ink work.

Besides the personal problems taken up, much has been done in connection with the social functions of the school. Besides posters for several occasions, High School Annuals, and the Annual Report cover the scenery and other appointments for a marionette show given by the Latin Club were designed and carried out by the art department.

Tie-dyeing and batik work have been introduced in the applied design classes and one student is doing a problem in etched metal. Several have shown their interest and ability by repeating in other

problems at home, without supervision, the things they have learned to do in school.

We appreciate the continued co-operation of the Superintendent and Principals and the earnest and faithful efforts of the special and grade teachers in helping to make this department a success.

Respectfully submitted,

E. RUTH PALMER, *Director.*

REPORT OF MANUAL TRAINING.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: In the fifth, sixth and seventh grades the plan of work followed was much the same as last year. Besides being taught the proper use of tools, the boys were made acquainted with the production and manufacture of the various materials most commonly used in the industrial field, kept informed of the important events in the history of industry and so far as practicable were given the opportunity to express their own ideas in their work.

The House Beautiful project in the Watsessing School was worked out very successfully, and the house is completed. The pupils showed unusual interest and enthusiasm in this project and the diversity of the work proved very helpful to the boys. First the plans of the house were drawn and the specifications made. The classes were then organized with a general contractor, under whose supervision were the contractors for carpentry, masonry, painting, plumbing and heating, and electrical work. In each class foremen were selected to supervise the work of the class.

The work was begun by building a platform, after which concrete forms were erected (the boys procuring the sand, stones, wire, etc.) and the concrete foundation completed. Then the frame work was erected, the roof framed and shingled, the door and window frames made and set, the cornices and clapboarding completed, electric wiring done for lights and bells, the chimney built, plaster board set, the inside trim placed, the porch constructed and at last the house painted.

In the Eighth Grade and in the High School each boy was requested to bring in his own problem or project and work it out under the teacher's direction. A variety of work has been done, including considerable on wireless. The enrollment in the shop classes has been much heavier than in any preceding year, which shows a greater interest in shopwork.

Some of the work done for the schools included:

- 4 cabinets made and 3 repaired,
- 3 bulletin boards made,
- 2 kindergarten tables made, 4 tables and 16 chairs repaired,
- 1 bookcase made,

also numerous small articles, such as card boxes, ink boxes, printing blocks, shelves, files, etc.

In mechanical drawing the same course of study as we used last year was followed.

Respectfully submitted,

ALBERT F. KOEHLER, *Director.*



REPORT OF DIRECTOR OF DOMESTIC SCIENCE.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: The work in Household Arts has continued on much the usual lines.. We are experimenting with new models in the Fourth Grade Manual Training, where the difficulties are large classes, boys and girls together, and rather short lesson periods, considering the type of work.

Owing to the overcrowded conditions, we have had to cut out the cooking for the 7A classes, leaving only one-half year of cooking in the elementary grades. This is unfortunate, as comparatively few of the girls in High School can take cooking, but under the circumstances, it seems unavoidable. In place of the cooking, the girls have been making very simple slip-over dresses, with colored bindings and applique trimmings.

The Eighth Grade girls have made one-piece graduation dresses, with uniform colored trimmings, for three terms now. The effect is very pretty and the girls have enjoyed the change in style. The cost is much less than that of the middie, skirt and tie, as much less material is used. The average cost of the dresses this June, including ribbon for the bow tie, is \$1.36.

In the High School, the numbers taking both sewing and cooking have increased from 31 in sewing and 47 in cooking last term, to 72 in sewing and 58 in cooking this term. For the first time in three years, we have been able to give the complete course in cooking in the High School. This has been a great pleasure. The sewing cannot just now be given as a course, because it cannot be planned for in the regular schedule. The girls fit it into their study periods and this results in groups of such mixed ability and varied amounts of previous instruction, as to make possible only individual work.

Respectfully submitted,

CLARA E. SCHAUFFLER, *Director.*

REPORT OF DIRECTOR OF PHYSICAL TRAINING.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: One thing I think we have made advancement in this year is the so called formal work of the physical education department. Special emphasis has been placed upon it. Each teacher writes the formal work on the blackboard so the children may see it. In this way the children see the work and learn the commands and can do the exercises without visual instruction each time. Many of the children have become leaders and are able to tell different exercises for different postural defects. The formal work has become more precise and definite and has developed more force and vigor.

In one of the schools a few "Walter Camp" records were introduced. The children enjoyed doing the work by music and because of the increased element of pleasure acquired more benefit. If arrangements could be made for more music with this work, it would be much more effective.

In Park School some of the teachers used the "Daily Dozen" without the music, thus having the maximum exercise in the minimum space. A great deal of the work in Park School along physical training is done through play. The whole school goes out, warm or cold weather, to play the games, mostly competitive between different classes. A sportsmanlike spirit is developed that is very valuable at the age of the pupils in seventh and eighth grades.

In the lower grades Mr. Richard's Rythmic Plays have been successfully used, giving rythmic work in the school rooms and taking the place of the folk dancing. Both teachers and children enjoy this very much.

At Watsessing School during Education Week an interesting program was given by the different departments in school work. The physical training was demonstrated by the seventh and eighth grade classes. The lower grades were led by a small boy through an informal story play that included the corrective and educational, as well as the play element. The higher grades were successfully shown doing a very formal lesson, followed by a game.



A PHOTOGRAPH OF SAMPLES CONTRIBUTED FROM BLOOMFIELD'S INDUSTRIES USED IN CONNECTION WITH FOURTH GRADE GEOGRAPHY.

This year basketball posts were put in most of the school yards, making it possible for a larger variety of games to be played. Some of the schools organized girls' basketball teams.

We are having great success with our Baseball League this year. Much interest is shown throughout the system. The games are having a large and enthusiastic attendance.

We are sometimes criticized for having so much of the time spent in games, but this is the tendency throughout the country in physical education. It is the best way to get a large amount of exercise in a short time, as well as having many educational values.

I may say that with the help and co-operation of the principal and teachers the work in formal exercise has been much improved.

Respectfully submitted,

PAULINE HATCH,
Supervisor of Phycical Education.

REPORT OF GARDEN SUPERVISOR.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: The report of the School Garden Supervisor's work for the spring and summer (1922) is respectfully submitted herewith:

Classroom Work.

The course, as was outlined in the annual report of the Superintendent for the year 1919, was followed beginning in October and continuing until May, after which my time was devoted to following up the home gardens and giving advice on gardening and poultry.

Home Gardens.

The Supervisor's records show there were 545 pupils having home gardens, ranging in size from four feet square to one hundred feet square. It was found impossible to visit all of these gardens, due to lack of time, and so it was decided to send out a circular letter to every pupil who had signed a garden card, instructing them that if they were having trouble to call me on the phone and they would receive first consideration. A large number of such calls were received and these were promptly taken care of.

Advisory Work.

Two hundred and twelve telephone calls, in addition to the pupil calls were received from citizens of the town for advice as to various problems confronting them. These calls were promptly answered and, in most cases, they meant a personal visit from the Supervisor. On one day 23 telephone calls were received, but of course this was an exceptional day.

The spray pumps, as owned by your board, were loaned on 43 occasions. Many articles were written and published in The Press on subjects thought to be of interest to gardeners.

The Supervisor was invited to speak on various phases of gardening before several nearby clubs during the past year and he has received many letters of appreciation and encouragement.

A. G. PENNELL,
Supervisor of Home Gardens.

A letter from one of the clubs before which the Supervisor spoke, follows:

My Dear Mr. Pennell: After the expression of thanks by our ladies yesterday, I do not feel that you could desire anything more from our Nature Study Department, but I want to thank you personally for coming to talk to us. What you gave us was just what we wanted and needed and it was told so clearly and simply, that I am sure we shall remember a great deal of it.

You came to us a stranger, except to those of us who read your columns in The Press, but you left with forty new enthusiastic friends. I wish we might be able to do something for you. Some time perhaps we will.

Thanking you again for your kindness and trouble, I am,

MRS. WM. L. FLYE.

REPORT OF MEDICAL INSPECTOR.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: The report of the Medical Inspector for the year 1922-1923 follows:

The medical inspection of the Bloomfield Public Schools commenced in October, 1922, and was completed during January, 1923. In all some 4,800 school children were examined and a systematized record kept of each child. In the primary grades a disease record sheet was started and all contagious diseases suffered by each individual was noted to enable us to classify which children had had measles, scarlet fever, etc.

In future years this will enable us to keep the schools open in epidemics with comparative safety.

The sanitary survey of the schools in many cases was satisfactory, the toilets were usually clean, free from debris and well ventilated. In some of the older buildings, however, I advocate the removing of the doors on the individual toilets to enable the light and sunshine to enter. Classroom ventilation was not adequate during the winter in Carteret, and in the old wing of Berkeley School.

The medical inspector and the nurses appreciate the new rooms allotted to them in Fairview, Brookside and Watsessing, but desire some new equipment for these and the other schools.

I feel that we should progress and would like very much to have another nurse and, if possible, a dental clinic to help in carrying on the work set before us.

A few surrounding towns have a dentist and dental clinics; namely, Kearny, Nutley, South Orange, Maplewood and Montclair. From reports that can be obtained we conclude that these clinics have worked quite harmoniously with the medical department in stamping out disease and bettering the health of the child.

The Mountainside Hospital and the Orthopedic Hospital of Orange have opened their doors to us and we have with their aid remedied many bad conditions in the poorer families.

Contagion was at a minimum in our schools this past year. We had only a slight epidemic of measles and scarlet fever. The usual mumps epidemic did not appear.



EVENING SCHOOL—CLASS OF FOREIGNERS LEARNING ENGLISH.

The nutrition work which was established last year progressed more favorably this year and the nutrition worker has achieved splendid results in her nutrition classes.

In closing I wish to take this time to thank the teachers for their aid and also to express my appreciation to the school nurses for their able assistance in helping to care for the school children.

Respectfully submitted,

ARTHUR G. PILCH, M.D.

REPORT OF NUTRITION WORKER.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: Nutrition work during the past year has made progress. Although only half of the time devoted last year to this work was available this year nevertheless results have been most encouraging. Combining the nutrition work and the work of the school nurse has been advantageous in certain respects, for we know that physical defects greatly control nutrition. By combining the two kinds of work, the nutrition worker knows as soon as the physical examination is made by the doctor, whether the malnourished child has defects, and hastens to have them corrected.

All of the underweight children, for this reason, had their usual medical examination before the rest of the school children were examined. After the initial weighing, measuring and physical examination, a chart was hung in each class room listing all children who were 10 per cent. or more underweight and charting their defects. As soon as defects were remedied they were removed from the charts. Each month these children were reweighed, the amount of gain or loss recorded and credit given if they had taken the glass of milk and cracker which is available in every school.

The following table shows the results of the weighing of the children in September and February:

Weight Statistics September, 1922, and February, 1923.

Per cent. of pupils in the following schools who were underweight.

Schools:	Sept.	Feb.
Berkeley	19.5	10.2
Brookside	23.7	13.4
Brookdale	19.3	14.2
Carteret	14.9	8.9
Center	13.2	9.6
Fairview	17.9	12.5
Park	21.7	25
Watsessing	17.7	10.5
Opportunity	26	26
Total numbers of pupils weighed	3723	3299
Total number of pupils underweight 10% or more	720	419
Total per cent. of pupils underweight 10% or more	19.3	12.7

The 419 children who were underweight 10 per cent. or more in February had been reduced in number by June 1st to 350.

Very early in the fall nutrition classes containing the children most underweight were formed in two schools. Mothers were urged to come to class so that they would thoroughly understand the work which was being carried on and would co-operate in every way. Many mothers came regularly, and the gains of their children were rapid. The children whose mothers did not come gained more slowly or not at all. A large measure of home control is necessary to obtain good results, otherwise we cannot expect children, especially the younger ones, to make rapid gains.

One very important fact was brought to light in connection with a group of young children. Because of the crowded conditions of the school these children attended a one session school day and made fairly good gains for several months. Then the building was enlarged and the children returned to the full two session day. They immediately began to lose weight and have not regained it. This substantiates the theory that underweight children cannot do the work of normal children and should have shorter school hours, more rest, sunshine and fresh air.

Early in the year 1923 Dr. William R. P. Emerson, President Nutrition Clinics for Delicate Children, Boston, held a nutrition institute in Newark which was most helpful. Dr. Emerson feels that not only is a child 10 per cent. underweight malnourished, but that children 7 per cent. underweight should be so classified. The last part of this year, therefore, we have followed as closely as possible Dr. Emerson's methods and find that in every case they produce results. The standard of nutrition should be estimated by the relation of weight to height and not to age, for it is a physiological law that the growing body requires the weight to sustain the height. Every child examined who is 7 per cent. or more underweight is a candidate for a nutrition class, for all have the following signs of malnutrition:

1. Round shoulders
2. Cramped chest
3. Protruding abdomen
4. Flabby muscles
5. Poor color
6. Lines under the eyes.

A class following all of Dr. Emerson's suggestions was formed in Berkeley School. All of the children in the third and fourth grades were weighed and measured. Thirty-three per cent. of these children were found to be 7 per cent. or more underweight. A letter was sent to the parents of each child asking them if they would like to have their child enter a nutrition class where the child would be weighed each week, be given a complete physical examination by a physician, and asking one parent to come to the class each week to receive the special instruction connected with the health work.

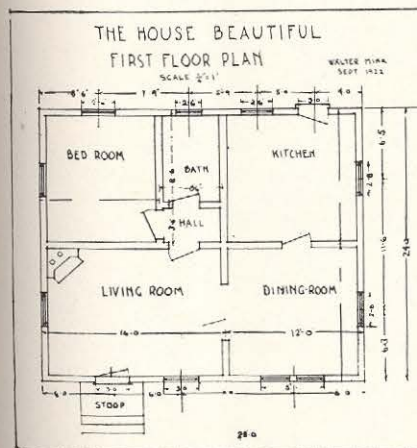
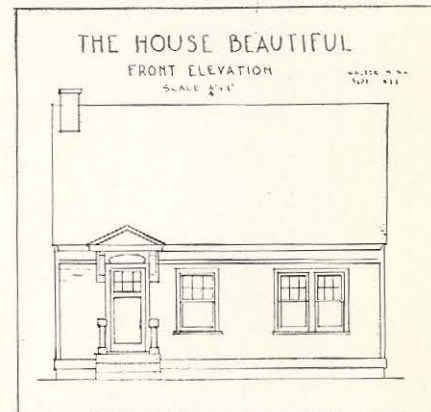
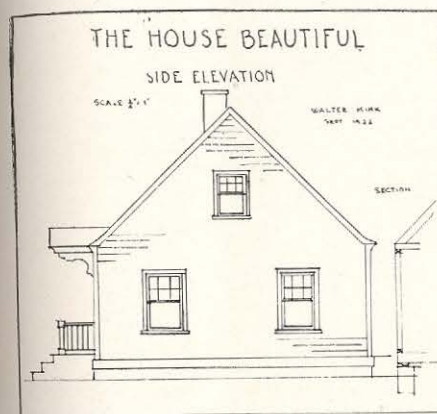
The class formed consisted of 15 children. The normal or expected gain of the class for the ten weeks it has been held should have been $15\frac{1}{2}$ pounds. The actual gain was $43\frac{1}{2}$ pounds, an excess of 28 pounds or 280%. Three children in the class failed to have defects remedied, so lowering the average gain. The largest gain made in the class by one child was $6\frac{1}{4}$ pounds. Since the expected gain was 1 pound the excess was $5\frac{1}{4}$ pounds or 625%. Only seven of the fifteen in the class remained 7% or more underweight after ten weeks.

To help the children gain we tried to teach them to return to the simple living. Stress was laid on the following health habits: (a) daily rest periods; (b) mid-morning and afternoon lunches; (c) open windows. Each child was required to keep a diet book with a complete list of everything eaten for at least two days in the week to make sure that the child was eating enough and the right kind of food. The mothers were most regular in attendance, bringing to class their problems. The consequent discussions proved most helpful.

May I take this opportunity of saying that the splendid co-operation of Mr. Hargrove, principal of Berkeley School, and of Dr. Pilch, our medical inspector, who made all of the physical examinations, made possible the success of the class

Bloomfield needs nutrition work, not because she is a town of tenements and slums and unemployed, but because the majority of the homes are those of the better to do in which we find a very large part of our malnutrition.

MARGARET H. NILES.



HOUSE BEAUTIFUL.

This work was done by the pupils in the Watsessing School, including the fifth, sixth and seventh grades.

Some of the benefits derived from this work by the pupils include:

1. A general knowledge of building construction.
2. Experience with various materials.
3. Spirit of co-operation in group work.
4. The training of leaders.
5. The development of initiative, self reliance, and a feeling of responsibility.

WATSESSING SCHOOL—PLANS FOR HOUSE BEAUTIFUL. DRAWING MADE BY PUPILS IN MANUAL TRAINING CLASS.

REPORT OF SCHOOL NURSES.

Total number of schools inspected.....	10
Visits made to homes	165
Treatments given in schools.....	7,235
Visits of nurse to dispensaries.....	14

DEPARTMENT OF SCHOOL HYGIENE—PHYSICALLY DEFECTIVE.

Defective Vision—	
Number of cases reported	144
Secured glasses	70
Consulted optician	17
Promised to consult optician	40
Disapprove of treatment	8
Eyelids. B.M.—	
Number of cases reported	10
Cases treated	5
Promised to consult physician	3
Disapprove of treatment	0
Enlarged Tonsils and Adenoids—	
Number of cases reported	966
Operations	60
Consulted physician	157
Promise to consult physician	199
Disapprove of treatment	95
Defective Teeth—	
Number of cases reported	943
Treated and improved	131
Treated and cured	321
Promise to consult dentist	321
Disapprove of treatment	54
Defective Hearing—	
Number of cases reported	2
Treated and improved	1
Consulted physician	1
Promise to consult physician	0
Disapprove of treatment.....	0
Enlarged Cervical Glands—	
Number of cases reported	11
Operation	1
Cases treated	6
Consulted physician	3
Promise to consult physician	0

Orthopedic Defect—

Number of cases reported	4
Cases treated	3

Anemia—

Number of cases reported	6
Cases treated	3
Consulted physician	3
Promise to consult physician	0

Cases of Exclusion—

Excluded by School Nurse	0
Suspected mumps	10
Suspected whooping cough	2
Suspected measles	6
Suspected chicken-pox	8
Suspected scarlet fever	2
Suspected tuberculosis	1
Suspicious throats	37
Skin condition	40
Conjunctivitis	38
Pediculosis Capita	157

MARY McGOVERN, R. N.
MARGARET H. NILES

SCHOOL ENROLLMENT

DAY SCHOOLS.

Net Enrollments 1922-1923.

No. 1. High School	655
No. 2. Berkeley School	777
No. 3. Brookside School	961
No. 4. Center School	502
No. 5. Brookdale School	180
No. 6. Carteret School	256
No. 7. Fairview School	585
No. 8. Watsessing School	608
No. 9. Park School	415
No. 10. Opportunity School	28
Total	5007

ENROLLMENT BY YEARS.

1890	1008	1909	2688
1893	1161	1910	2751
1896	1382	1911	2966
1897	1477	1912	3174
1898	1643	1913	3372
1899	1678	1914	3550
1900	1760	1915	3738
1901	1774	1916	3933
1902	1972	1917	3962
1903	2102	1918	4290
1904	2153	1919	4307
1905	2247	1920	4372
1906	2425	1921	4301
1907	2562	1922	4697
1908	2629	1923	5007

DAYS' ATTENDANCE.

1902	244,000
1903	264,000
1904	288,000
1905	308,000
1906	337,900
1907	350,000
1908	371,000
1909	380,000
1910	392,000
1911	431,000
1912	455,000
1913	489,000
1914	521,000
1915	552,000
1916	579,000
1917	591,000
1918	585,000
1919	633,000
1920	611,000
1921	654,000
1922	698,000
1923	760,000

EVENING SCHOOL.

Net Enrollment 1904-1905	211	Total Attendance	2,673
Net Enrollment 1905-1906	232	Total Attendance	4,369
Net Enrollment 1906-1907	273	Total Attendance	5,076
Net Enrollment 1907-1908	268	Total Attendance	5,225
Net Enrollment 1908-1909	285	Total Attendance	7,405
Net Enrollment 1909-1910	284	Total Attendance	7,671
Net Enrollment 1910-1911	309	Total Attendance	7,087
Net Enrollment 1911-1912	321	Total Attendance	6,565
Net Enrollment 1912-1913	409	Total Attendance	10,436
Net Enrollment 1913-1914	461	Total Attendance	11,470½
Net Enrollment 1914-1915	462	Total Attendance	11,829
Net Enrollment 1915-1916	496	Total Attendance	13,139
Net Enrollment 1916-1917	383	Total Attendance	10,182
Net Enrollment 1917-1918	380	Total Attendance	10,121
Net Enrollment 1918-1919	301	Total Attendance	6,031
Net Enrollment 1919-1920	322	Total Attendance	7,033
Net Enrollment 1920-1921	480	Total Attendance	11,086
Net Enrollment 1921-1922	395	Total Attendance	10,114
Net Enrollment 1922-1923	400	Total Attendance	10,645

FINANCIAL STATEMENT.

Bloomfield, N. J., July 1, 1923.

To the Board of Education:

Gentlemen: I herewith submit the annual Financial Statement for the school year ending June 30th, 1923:

RECEIPTS.

Balances, July 1st, 1922, as follows:

Current Expenses	\$ 848.44
Library	12.06
Repairs to Buildings—Account	13.99
Additions to Buildings—Account	10,519.51
Received from State, Current Expenses	\$112,689.95
“ “ Town “ “	260,761.51
“ “ Town, Repairs to Building, etc.	14,340.00
“ “ Town, Manual Training	5,000.00
“ “ Town, School Libraries	500.00
“ “ State, Manual Training due from last year (1921-1922)	521.20
“ “ State, Manual Training 1922-1923	4,401.11
“ “ State, School Libraries	100.00
“ “ Town, Additions to Buildings and Playground	218,111.49
	<u>\$ 616,425.26</u>

Received from other sources:

Tuition	\$ 4,134.00
Interest on deposits	604.22
Insurance	1,009.00
Miscellaneous receipts	3,546.66
	<u>9,293.88</u>
Total receipts and balances	<u>\$637,113.14</u>

DISBURSEMENTS.

Current Expenses:

Teachers' Salaries (Day and Evening)	\$290,805.28
Janitors' Salaries (Day and Evening)	20,050.30
Fuel	19,198.99
Transportation	2,589.20
Tuition	600.00
Salary of Clerk—Expenses Supt. Office, etc.	1,757.77
Text Books	9,638.03
School Supplies—Stationery, etc.	13,151.23
Apparatus	250.00

Janitors' Supplies	2,438.94
Water, Light and Power	5,101.07
Medical Inspection	3,883.28
Attendance Officer	1,112.00
Salary Secretary—Supplies and Expenses Board of Education	1,494.70
Insurance	3,867.68
Wages Other Employees	224.00
Refund—Town of Bloomfield	3,627.63
Telephone Service—Incidental Expenses	1,200.10
	<u>\$380,990.20</u>

Manual Training:

Teachers' Salaries	\$ 7,073.56
Materials and Supplies	2,894.51
Repairs and Replacements	123.66
	<u>\$ 10,091.73</u>

School Libraries:

Books	473.21
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Buildings:

Repairs and Equipment	\$ 13,045.11
Leasing School Rooms	600.00
Assessments	2,349.70
	<u>15,994.81</u>

School Additions and Playground:

Additions	\$181,989.94
Furniture and Equipment	10,115.79
Playground—Improvement	18,507.79
	<u>210,613.52</u>

Balances in hands of Custodian:

Current Expenses	\$ 773.48
Library	138.85
Building and Repair Account	19.86
Additions and Playground Account	18,017.48
	<u>18,949.67</u>

Total Expenditures and Balances on Hand..... \$637,113.14

Respectfully submitted,

EDGAR S. STOVER, Secretary.

RULES AND REGULATIONS.

Elementary Schools, 8:45 to 12:00 M.
1:15 to 3:15 P. M.

Morning Recess 10 minutes.

Kindergartens, 8:45 to 11:20 A. M.
1:15 to 2:30 P. M.

High School, 8:15 to 1:30 P. M.

School doors open 20 minutes before the school sessions begin and close 30 minutes after school is dismissed in the afternoon. From December 1 to March 30, the buildings are open during the noon hours.

The Superintendent of Schools may order half-day sessions because of weather conditions.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. All lessons may be counted zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse has been accepted.

No charitable appeals may be laid before any class.

No person may visit any school or class to see any teacher or pupil upon personal business of any kind.

The schools are always open to the inspection of the public, and parents and citizens are cordially invited to visit them at any time.

Teachers are to be present at school 20 minutes before school opens and 30 minutes after school closes.

Teachers may visit two days each year such schools as they may arrange with their superior officers, and report in writing. In addition, teachers may be absent on account of sickness three days in the year without deduction of compensation.

Full deduction of salary is to be made for absence for reasons other than personal illness or death in the immediate family.

Full pay will be deducted for absence occurring on the day before or the day following any vacation period, except as provided for above.

All claims regarding absences must be presented in writing

to the Secretary of the Board of Education within one week from the date of the teacher's return to school.

Special cases may be referred to the Board of Education.

The compensation of substitutes is \$4.00 per school day in Grades I to VIII, also in the Kindergarten, and \$5.00 in Grades IX to XII.

Principals will report in writing, monthly or oftener, failures of specialists or class teachers to be present upon the time set in these schedules and rules.

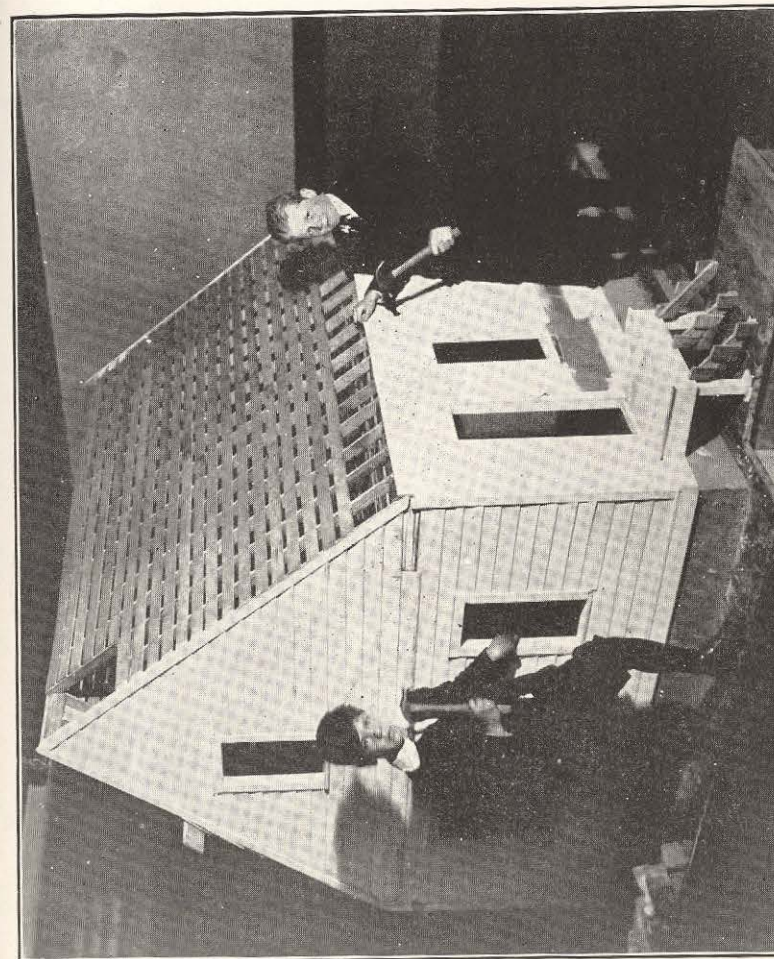
The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals should visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests. The results of such visits, when unsatisfactory or otherwise noteworthy, are reported in writing to the proper authorities.

Tuition for non-residents shall be as follows:

High School, \$120 per year.

Grammar Grades, \$50 per year.

Primary Grades, \$25 per year.



WATSESSING SCHOOL—HOUSE BEAUTIFUL IN PROCESS OF CONSTRUCTION.

JANITORS.

- To be in building at 7 A. M., or as much earlier as may be necessary to have the building ready for school, and to remain as long as there are teachers or pupils in the building, except that a janitor shall not be requested to remain later than six o'clock. The lunch period of the janitor will be arranged with the principal.
- To take charge of the buildings during noon hour except when otherwise arranged with the principal.
- To leave the buildings during school hours only with consent of the principals.
- To sweep every room and hall every afternoon.
- To empty all waste baskets every day.
- To dust every room every morning before 8:30.
- To clean thoroughly every blackboard once a week.
- To clean every window inside and out three times each year.
- To rake the yards and to keep them clean.
- To keep the lawns mowed.
- To clear the sidewalks immediately after snowfall.
- To fill all inkwells once a week and to clean them every fourth Saturday.
- To visit each building in the care of the heating as late at night and as early in the morning as is found necessary to get the rooms heated properly before the opening of school.
- To report pupils to principals for discipline when necessary.
- To allow no pupils in or about the buildings until 20 minutes before the opening of school and after school has been closed for a half hour, unless accompanied by teachers, except in cases of extreme cold or storm and except when games are being conducted on the basketball courts.
- To allow no loitering of pupils or others in groups about the grounds at any time, but to allow playing as instructed by the principal.
- In bad weather the janitors may open the doors twenty minutes earlier than the usual time.
- To make repairs at the request of principals.
- To report all needed supplies to the principals in good season.
- In addition to observing the above duties a janitor is at all times to consider himself under the general direction of the Principal of the building and the Superintendent of Schools.

CALENDAR FOR 1923-1924.

FIRST TERM:

Begins Wednesday, September 5, 1923.
Ends Friday, December 23, 1923.

SECOND TERM:

Begins Thursday, January 3, 1924.
Ends Friday, March 28, 1924.

THIRD TERM:

Begins Monday, April 7, 1924.
Ends Wednesday, June 25, 1924.

LIST OF GRADUATES.

HIGH SCHOOL—JANUARY, 1923.

Morris J. Abend	Howard George Weden
Harrison W. Allen	Samuel Charles Zeller
Walter Leonard Anderson	Robina Elizabeth Banks
William M. Anthony	Helen Blonvelt Bogart
Arthur J. Ball, Jr.	Elizabeth Covert Bowne
Leon W. Bowen	Anna Mae Edwards
John F. Cort	Bertha A. Feitner
Fred Brewer Cort	Rose Garlock
James Glenn Doyle	Dennalla Newman Hoyt
Ernst H. Dreyer	Lisa Constance Johnson
Mahlon Oliver Earle	Frances Adelia Keene
William L. Gloeckner	Helena Anna Kolb
Arthur Henry Hansen	Esther Theresa Krohn
William F. Hildebrandt	Myrtle Roseana Loesch
C. Forrest Lamb	Edith Grace McClurg
C. Rodney Lehigh	Ellen Fern Neuschaefer
Augustine F. Mulligan	Ruth M. Plambeck
Joseph W. Obreiter, Jr.	Isabel Innes Pomeroy
George J. Roth	Dorothy G. Rassbach
Samuel Rubenstein	Gertrude Jean Shafer
Maurice H. Samuels	Ethel H. Sharp
William Harold Sutherland	Dorothy A. Smith
James H. Van Loon, Jr.	Margaret Wright Speiden
Edward J. Van Gieson	Ethel Harriet Stockton
	Gertrude Jeannette Taylor

CERTIFICATES

Dudley E. Jacobus	Edward John Wolcott
Donald Hance Penn	Marie Isabel Farrand
William W. Knipe	Pearl Elizabeth Wolcott

HONOR STUDENTS

Lisa Constance Johnson	
Augustine F. Mulligan	Rose Garlock
Edith Grace McClurg	Helen Blonvelt Bogart

HIGH SCHOOL, JUNE, 1923.

Frank M. Glander	Jennie Harrison
Henry John Heydt	Marie Hall
Russell Fern Hopkins	Lockie Holt Ingle
Francis William Ingalls	Gertrude C. Kohler
Percy Vivian Jones	Mary Virginia McNeely
Dudley Eden Jacobus	Eulalie Martha Mayo

William W. Knipe	Dorothy Howlands Meeker
Noel B. McLean	Dorothy May Reynolds
Sydney R. Merlin	Helen Sylvia Snyder
Herman Harvey Silverman	Jean Hendric Smith
Patrick J. Sheil	Mildred B. Turnbull
Frederick B. Woodworth	Beatrice Lillian Vogelius
James R. Wylie	Gwendolyn McIntyre Walker
Theodore Thomas Yasko	May E. Weber
Ruth M. Crampton	Elsie Ruth Wilson

Pearl E. Wolcott

CERTIFICATES

Lillian Leonard

Dorothy Sands

Margaret Reid

HONOR STUDENTS

Dorothy Howlands Meeker

Lockie Ho't Ingle

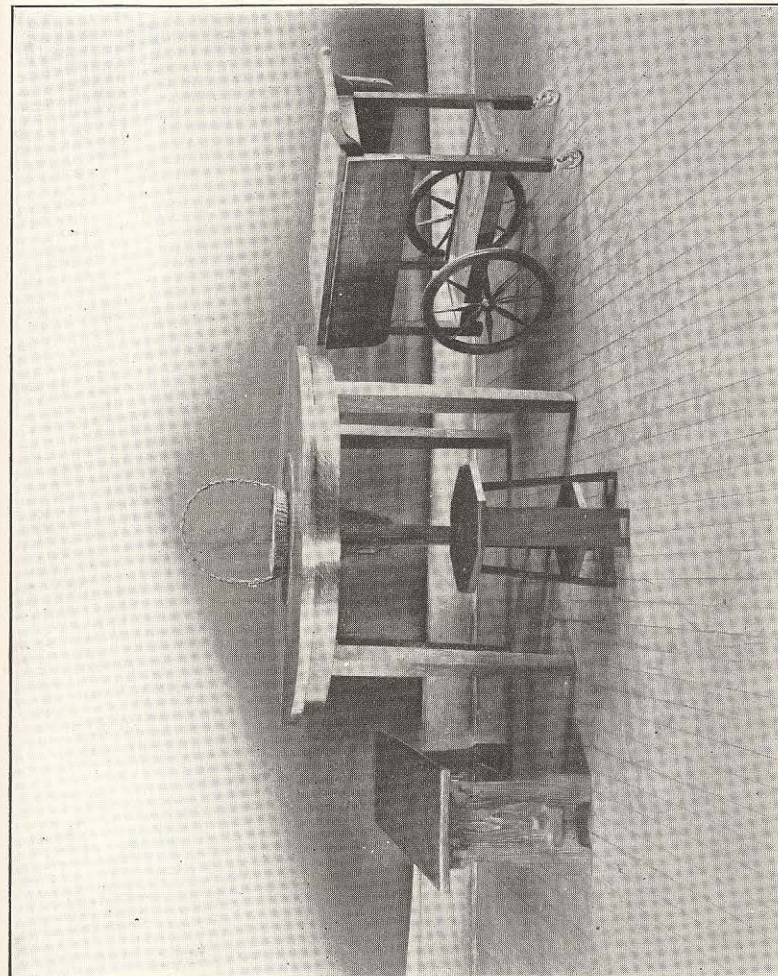
Beatrice Lillian Vogelius

Marie Hall

Jennie Harrison

HIGH SCHOOL PUPILS HAVING PERFECT ATTENDANCE FOR HALF-YEAR ENDING JANUARY, 1923.

Thomas Adubato	George Lauffer
Keturah Angstadt	Wallace Lott
Elsie Anthony	Helen Lombard
Walter Anderson	Elizabeth Ludlum
William Anthony	Helen Levandoski
Mildred Adlon	Clifford Lawrence
William Branch	Gladys Leonard
Della Bryce	John Lobel
Alene Bell	Edith McClurg
Elizabeth Bowne	Charles Myer
Ruth Becht	Beatrice Mayo
Thomas Bolton	Annette Muelchi
Constance Cornwall	Ethelbert Munroe
Concettina Caruso	Louise Mohr
George Cort	Ralph Matthews
Louise Carrell	Horace Meeker
Harry Cox	Eulalie Mayo
Edna Cunliffe	Dorothy Meeker
Dorothy Colvin	Marion McVea
Ruth Crampton	George Newman
William Carlucci	Leonore Neuschafer
Kenneth Catlin	Ellen Neuschafer
Clark Christine	Joseph Obreiter
Aurie Dunlap	Robert Obreiter
Nettie Darling	John O'Leary



EVENING SCHOOL—WORK DONE BY CLASS IN MANUAL TRAINING.

Marion Darling
 Martha Davenport
 Jennie De Santo
 Hilda Dirner
 Beatrice Dixon
 Dorothy Egan
 Harold Edden
 Anna Mae Edwards
 Paul Faro
 Margeurite Fenstermacher
 LeRoy Fletcher
 George Fornoff
 Lewis Farro
 Robert Forsyth
 Herbert Fisher
 Howard Gibson
 Joseph Green
 Joseph Gentile
 George Heath
 Norman Heyl
 Myrtle Hollenback
 Philip Hemeleski
 William Henderson
 Wilhelmina Hildebrandt
 Josephine Hall
 Myra Herder
 Dorothy Heath
 Marie Hall
 Jennie Harrison
 Charles Hustler
 William Kerlin
 George Kern
 Raymond Kievit
 Ralph Kopf
 Marion Kinkel
 Howard Kopf
 Jack Lowery
 Mildred Laird

Marion Perkins
 William Porzer
 Ruth Plambeck
 John Ruvo
 Ruth Ratcliffe
 Lisa Roos
 Charles Schoonmaker
 Mary Smith
 Leroy Spangenburg
 Helen Senior
 Loretta Sommerack
 Warren Schoner
 Margaret Speiden
 Paul Scheiber
 Margaret Smith
 Helene Slawinski
 Betty Schoonmaker
 Marjorie Smith
 Anthony Sanok
 Charles Somers
 Hilda Sarvent
 Alma Sempf
 Edith Smith
 Lauren Tuttle
 Gertrude Taylor
 Elizabeth Van Wagoner
 Selma Weidele
 Helen Weiss
 Edgar Weidele
 Theron Williams
 Alice Weiss
 Frederick Woodworth
 Maxine Weichert
 Virginia Young
 Helen Zawistowski
 Sigmund Zega
 Charles Zalenski

HIGH SCHOOL PUPILS HAVING PERFECT ATTENDANCE FOR
 THE HALF-YEAR ENDING JUNE, 1923.

Thomas Adubato
 Elsie Anthony
 William Askin
 Frieda Aue
 Ida Baehr

Elizabeth Ludlum
 Helen MacDonald
 Ruth McKee
 Paul McAlpine
 Marion McVea

John F. Ballamy
 Donald Benjamin
 William Branch
 Doris Burnet
 Concettina Caruso
 Louise Carrel
 William Carlucci
 Howard Carter
 Kenneth Catlin
 Clark Christine
 Wanda Cieslinski
 Ruth Crampton
 Helen Courter
 Francis Delfosse
Jennie Desanto
 Hilda Dirner
 Beatrice Dixon
 Edith Dyal
 Harold Edden
 Gilbert Evans
 Marguerite Fenstermacher
 Herbert Fisher
 LeRoy Fletcher
 Margaretta Forrest
 Mamie M. Foran
 Robert Forsyth
 Gertrude Friedlander
 Francis Fuerst
 Marion Fyfe
 Fred Fiore
 Ida Garlock
 Bessie Garlock
 Joseph Gentile
 Howard Gibson
 Charles Green
 Joseph Green
 Josephine Hall
 Marie Hall
 Henry Hambacher
 Alice Hanley
 Jennie Harrison
 Irene Heckel
 Elmer Helwig
 Philip Hemeleski
 William Henderson

Eulalie Mayo
 Beatrice Mayo
 Dorothy Mecker
 Elliott Metcalfe
 Alfred Miller
 Edgar B. Mitchel
 Kenneth Michens
 Helen Morgan
 Louise Mohr
 Kathryn Moore
 Annette Muelchi
 Charles Myer
 George Newman
 John O'Leary
 Elizabeth Oros
 Marion Perkins
 Margaret Persson
 Edward Pierson
 Caroline Pieper
 William Porzer
 Herbert Price
 Nathan Ram
 Edward Riorden
 Lisa Roos
 Mary Rozewski
 Manuel Schafer
 Winifred Schoner
 Warren Schoner
 Charles Schoonmaker
 Mildred Schreiber
 Paul Schreiber
 Wilber Schreiber
 Frieda Schubert
 Alma Sempf
 Marion Senior
 John Shaul
 Harriet Simmons
 Caroline Singman
 Edith Smith
 Elizabeth Smith
 Mary Smith
 Helen Snyder
 Leonard Snyder
 Charles Somers
 Leroy Spangenburg

Wilhelmina Hildebrandt
 Myrtle Hollenback
 Caroline Hopper
 Earl Howland
 James Howard
 Edward Hughes
 Dorothy Hutson
 Florence James
 John Johnson
 Loretta Kenny
 William Kerlin
 George Kern
 Marion Kinkel
 Ruth Kopf
 Ruth Kymer
 George Lauffer
 Clifford Lawrence
 Donald Leith
 Helen Levandoski
 John Lobel
 Wallace Lott

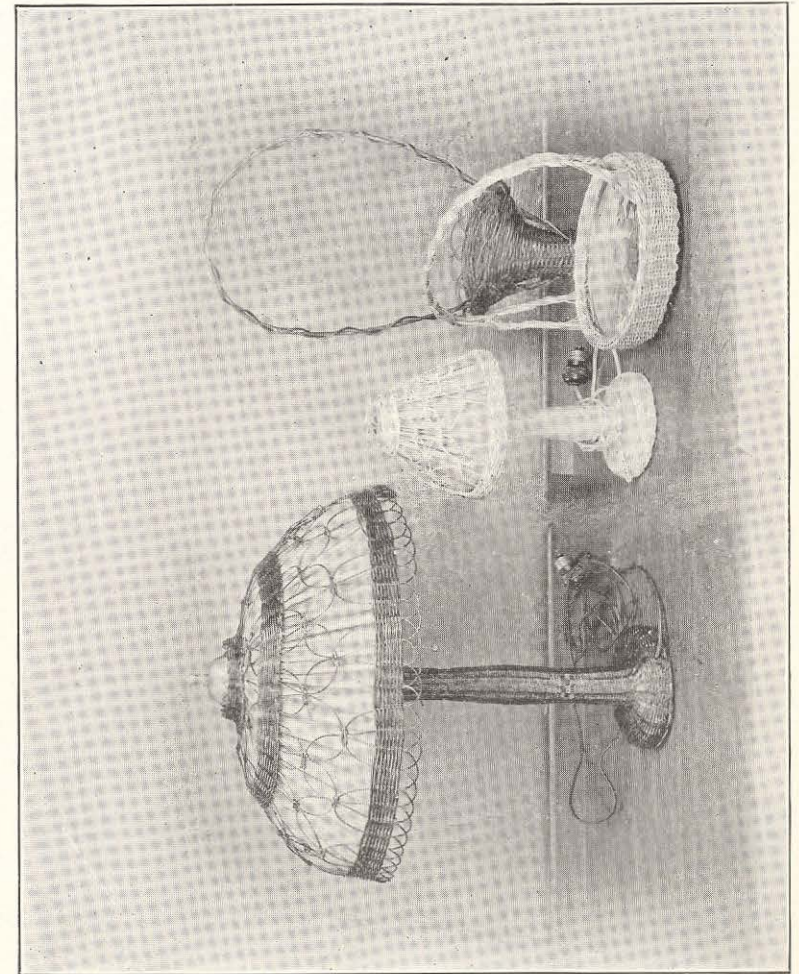
Helen Toennies
 Norman Tuttle
 Robert Van Doren
 Nettie Van Grosky
 Edward Van Winkle
 Robert Webber
 Maxine Weichert
 Selma Weidele
 Edgar Weidele
 Helen Weiss
 Alice Weiss
 John Wrigley
 Frederick Woodworth
 Henry Yasko
 Virginia Young
 Grace Young
 Helen Zawistowski
 Sigmund Zega
 Ernest A. Zeim
 Charles Zalenski

HIGH SCHOOL GRADUATES BY YEARS.

Year	Diplomas	Year	Diplomas	Year	Diplomas
1876	11	1892	12	1908	18
1877	5	1893	18	1909	25
1878	5	1894	10	1910	14
1879	2	1895	15	1911	20
1880	No record	1896	12	1912	30
1881	No record	1897	8	1913	36
1882	No record	1898	8	1914	57
1883	6	1899	12	1915	56
1884	12	1900	9	1916	47
1885	8	1901	18	1917	53
1886	4	1902	13	1918	63
1887	13	1903	15	1919	53
1888	9	1904	17	1920	63
1889	10	1905	10	1921	77
1890	6	1906	19	1922	55
1891	15	1907	17	1923	80

LIST OF GRADUATES.
PARK SCHOOL—JANUARY, 1923.

Sidney Abramowitch	Henrietta M. Lohse
Yetta E. Abramson	Dorothy Machette
Agnes Acken	William J. Matthews
William M. Anderson	Viola M. Meeker
Frieda M. Aue	Elliott C. Metcalfe
Ida Baehr	George E. Missbach
Ernest A. Barker, Jr.	Harry O. Miller
Edwin W. Barmore	Edgar B. Mitchell
John F. Ballamy	Frances M. Moser
Doris P. Berger	Pierre de la Motto
Edna M. Bohr	William J. Newbolt
Donald M. Berges	Geraldine E. Oakes
Alan G. Branigan	Jacob Olman
James V. Caruso	Dorothy R. Parizot
Lillian N. Carlson	Elvira E. Pohl
Herman Caplan	Juanita H. Poland
Alice E. Campbell	Margaret A. Pensons
Helen F. Caulfield	Edward L. Pierson
Theodore L. Chandler	Willard L. Quimby
Wanda Cieslinski	Anthony Recenella
Charles Clayton	Eleanor E. Richardson
Wilford M. Clapp	Kathleen E. Riggs
Madeline K. Cook	Kenneth W. Robertson
E. Helen Courter	Amelia Romanowski
Josephine R. Donnerwicz	Grace C. Rosenberger
Charles E. Duncan	Mary Rozewski
Jean H. Duncan	Gertrude F. Sanok
Frederick B. Dunn	George J. Sanok
Irma D. Ellor	Charles D. Sands
Robert Ferguson	Estelle H. Schafer
Cornelia Ferguson	Manuel J. Schafer
Mabel V. Fitzgerald	Milton H. Scherr
Mamie M. Foran	Bertha S. Schulger
James H. Foster	Winifred H. Schoner
Anna M. Fuller	Mildred E. Schreiber
Marion L. Fyfe	Parker W. Shannor
Lucy M. Gasparini	Ruth Shawcross
Howard M. Gibson	Martha Sklower
Charles J. Ginsberg	Julia A. Simmons
May E. Griffin	Harriet S. Simmons
Eleanor L. Grogan	Victoria H. Sitko
Catherine Gordon	Bertha Silverman
Henry M. Hambacher	Christine Singman



EVENING SCHOOL—WORK DONE BY CLASS IN BASKETRY.

Louis Hetzel
 Marguerite M. Higgins
 Evelyn B. Hobbs
 Marion L. Hoffman
 Caroline E. Hopper
 Ethel M. Hower
 Frank W. Hower
 Lewis J. Hutchings
 Louise M. Jacobs
 Florence M. Jacobus
 Edward Jaeger
 Irving L. Jailer
 John W. Johnston
 Harry F. Kelly
 Douglas H. Kelly
 Ruth F. Kopf
 E. Ruth Kymer
 Ruth Landow
 Donald G. Leith
 Andrew T. Loebel
 Anna Loesch

Helen W. Speiden
 Mildred C. Spatz
 Victoria L. Sobraski
 Violet K. Stoever
 Lena R. Sullivan
 Joseph Sullivan
 Norman J. Tuttle
 Helen E. Toennies
 Nettie Vangrosky
 Anna G. Waldron
 Mabel M. Waltenberg
 Clifford Weber
 Robert W. Webber
 Jack F. Weinseimer
 James S. Wilson
 Hattie M. Winn
 Harriett E. Whitmore
 John R. Wood
 Henry J. Yasko
 Ernest A. Zeim
 Josephine Zbikowski

HONOR ROLL.

First Ernest A. Barker, Jr.
 Second E. Helen Courter
 Third Mildred E. Schreiber
 Fourth Helen E. Toennies
 Fifth Helen F. Caulfield
 Sixth Wanda Cieslinski

PARK SCHOOL—JUNE 26, 1923.

Alice E. Ashcroft
 Marion C. Audsley
 Florence M. Babbitt
 Mathilda M. Baehr
 Stanford S. Baldwin
 Muriel M. Barnes
 George M. Beach
 Violet E. Boehme
 Helen E. Bramberger
 Manuel Braune
 Charles Brink
 Celina J. Caulfield
 Dorothy I. Cook
 L. Myrtle Cranse

Miriam E. Krohn
 May Kunz
 Florence E. Leiss
 Edward R. Lender
 Cecilia G. Macey
 Robert McKay
 Richard W. Magwood
 Waldemar E. Maigren
 William G. Moore
 Ferdinand F. Moormann
 Joseph J. Moormann
 Evelyn L. Morris
 Lillian E. Navel
 John B. Officer

Leonard Curto
 Paul K. Daland
 Grace Darling
 Lillian I. Decker
 Americo D. De Santis
 Irma Dirner
 Evelyn V. Dowd
 James J. Doyle
 William R. Dunlap
 G. Katherine Dunlap
 Jean B. Egan
 Anna W. Ellor
 Elizabeth Ertel
 Franzon H. Ervin
 Hilda Evans
 S. Oram Farrand
 Edna M. Ferguson
 Mildred R. Fornoff
 Marion E. Foster
 Evelyn Garlock
 Harry C. Garry
 John W. Gist
 Edythe M. Gordon
 Bertha M. Green
 Helen K. Gruchacz
 George F. Hager
 Anna D. Helme
 Edward W. Hemmer
 Muriel V. Higgins
 Earl Hiller
 Anna L. Hold
 Margaret C. Johnson
 Richard Johnson
 Robert S. Johnson
 Morris E. Karosen
 Alfred P. Kent
 Mathilde Klaz
 Carl J. Klumb
 Gertrude J. Knipe

Royal W. Olsen
 Owen A. Pathe
 Salvatore D. Penticoste
 John S. Peterson
 Thadea D. Plambeck
 Marion Post
 Margaret H. Prest
 George B. Preston
 Agatha M. Reichman
 Louis F. Reichmann
 Clara V. Reinicke
 Thomas Rogers
 Alfred E. Ronk
 Charlotte M. Salinger
 Ruth P. Samuels
 Madeline G. Sanger
 Margaret H. Selkirk
 Grace D. Sempier
 Norman K. Sewall
 Harry Silverstein
 Margaret S. Sinclair
 Stanley E. Skorupski
 Sam Sklower
 Howard A. Smith
 Josephine C. Smith
 Kathleen E. Smith
 Maurice B. Spellane
 Michael C. Speni
 Anna E. Stokes
 Lillian R. Tonjis
 James A. Turnbull
 William J. Ungemah
 Irene Van Wickel
 William C. Von Rhein
 William H. Wadsten
 Louise M. Waechter
 Alicia M. Waskiewicz
 O. Eudora Welker
 Thelma L. Williams

Joseph C. Wronski

HONOR ROLL.

First	Anna E. Stokes
Second	Charlotte M. Salinger
Third	George F. Hager
Fourth	Harry C. Garry
Fifth	May Kunz
Sixth	Marion Post
Seventh	Gertrude Knipe

PARK SCHOOL PUPILS HAVING PERFECT ATTENDANCE FOR THE YEAR 1922-1923.

Florence Babbitt	Elizabeth Benesch
Dorothy Cook	Gladys Chatterton
Elizabeth Ertel	Kenneth Garrabrant
George Hager	Howard Jaeger
May Kunz	Chester Koshinski
Carl Klumb	Mildred Mathews
Evelyn Morris	Mary Ramako
Owen Pathe	Edward Musielski
Clara Reinicke	Raymond Weidele
Margaret Selkirk	Arthur Pastor
Margaret Sinclair	Joseph Piombino
Stanley Skorupski	Eileen Porzer
Anna Stokes	William Ruvo

Paul Roake

ELEMENTARY PUPILS HAVING PERFECT ATTENDANCE RECORDS FOR THE YEAR 1922-1923. BERKELEY SCHOOL—No. 2.

Byron Berthelson	Rose Kerrian
Helen Berthelson	Harry Knapp
June Berthelson	Arthur Lewis
Isabelle Birmie	George McKeon
Andrew Bressoud	Ruth Miller
Marcelle Bressond	Joe Mon
Alton Cook	Harold Perkins
Margaret Doyle	Nicholas Ugharlo
Kenneth Hustler	Raymond Ward
Leon Karas	May Watson

BROOKSIDE SCHOOL—No. 3.

Joseph Carlucci	Helen Jagacinski
Stella Cinkewicz	Theodore Jarmusey
Earl Courter	Stanley Kolbacky
Erika Dittrich	Arthur Mazzachelli

Helen Dobkowski	Leslie Pastor
Edmund Gruchacz	Emma Pope
Stanley Gruchacz	Joseph Rawson
Julia Ginter	Stella Roskowski
Anna Hager	George Timko
Edna Holmes	Walter Voorhees
Marjorie Hooley	Anna Zawish
Robert Hopper	Rose Zawish

CENTER SCHOOL—No. 4.

Marion Carter	Daniel Kusiw
Fred Claridge	Hope Lent
Arthur Cosgrove	Rose Piombino
Albert Frosberg	Jennie Porcelli
Leo Gibbons	Stephen Ward

BROOKDALE SCHOOL—No. 5.

Arthur Garrabrant	Charlotte Helwig
Edith Garrabrant	Edna Marzloff

Albert Nagy

CARTERET SCHOOL—No. 6.

Janet Clarkson	Harold Lee
Joe Cassale	James Marchione
Rose Corolla	Christy Pentecost
Patsy Caltigirone	Willard Roberts
Rosalina Galioto	Juanita Sherry

Joseph Watson.

FAIRVIEW SCHOOL—No. 7.

Florence Balmforth	Irving Lewis
Elsie Barmore	Kenneth Leith
Max Bruche	Harry Milbank
Eileen Bruche	Howard Meyer
Helen Conklin	Mary Newbould
Wesley Corby	Joseph Richinelli
Emily Cunard	Antoinette Sanok
Ella Curren	Frank Sanok
Doris Durboraw	Wallace Somers
Margaret Durboraw	Joseph Stravala
Berlin Fredericks	Edward Tuttle
Ruth Fulcher	Ruth Tuttle
William Glass	John Tuttle
Julia Goursky	Mildred Weiss
Irma Griffith	Reginald Walrath
Katherine Hildebrandt	Ellen Williams
Werner Helstrom	Edward Wilson

Margaret Zink

WATSESSING SCHOOL—No. 8.

Alberta Brotherhood	Roland Stonaker
Walter Mink	Alice Wassel
Roland Nims	Dorothy Wilhelm
Esther Olsen	Theodore Wilhelm
Elliott Simms	Florence Zalenski

TEACHERS, 1922-1923.

HIGH SCHOOL—No. 1.

(Broad Street and Belleville Avenue.)

Edgar S. Stover.....	Vice-Principal
Anne M. Smith.....	English
Ina F. Decker.....	English
Marjorie S. Watts.....	English
Helen D. Hough.....	English
Alpheus D. Crosby.....	English and Elocution
Ralph W. Kunkle.....	English, History, Arithmetic
Katherine Williams.....	Library and English
Marjorie M. Carlsson.....	Spanish and English
Maude C. Gay.....	Latin
Edson J. Lawrence.....	Latin
Angeline C. Heartz.....	French
Elsa D. Schubert.....	Algebra and French
James P. Haupin.....	Mathematics
Harry R. Koehler.....	Mathematics
Olive M. Terhune.....	Mathematics
Fred L. Andrus.....	Mathematics and English
Fern A. Dickerson.....	Science
Jessie M. De Hart.....	Science
Orton R. Smiley.....	Science
Otto J. Walrath.....	Science
Jerome C. Salsbury.....	History
John H. Halpin.....	History and Economics
Max Klein.....	Civics and Geography
Harry T. Thorpe.....	Commercial
Anna J. Miller.....	Commercial
James L. Fitzgerald.....	Commercial
Edith C. Russell.....	Gymnasium
William L. Foley.....	Commercial and Gymnasium
Bess B. McCain.....	Teacher Clerk

BERKELEY SCHOOL—No. 2.

(Bloomfield Avenue.)

William B. Hargrove.....	Principal
F. Annette Whitney.....	Sixth Grade

Elizabeth B. Dwelle.....	Sixth Grade
Stella M. Sheets.....	Fifth Grade
Beatrice I. Loughlin.....	Fifth Grade
Lydia E. Schwenk.....	Fourth Grade
Helen B. Aspell.....	Fourth Grade
Mary Conners.....	Third Grade
Gladys R. Barry.....	Third Grade
Frances Van Woert.....	Second Grade
Helen M. Booth.....	Second Grade
Flora T. Dann.....	First Grade
Ethel M. Howlett.....	First Grade
Eunice P. Barnes.....	First Grade
Mildred C. Nicholson.....	Kindergarten
Hazel M. Brown.....	Kindergarten
Norma A. Moore.....	Kindergarten
Lillian A. Smith.....	Kindergarten
Stephen Chamberlain.....	Special Class

BROOKSIDE SCHOOL—No. 3.
(Essex Avenue and Baldwin Street.)

L. Arvilla Martin.....	Principal
Wilhelmina J. Kentner.....	Seventh Grade
Edith M. Albinson.....	Sixth Grade
Mary M. Woodbury.....	Sixth Grade
Grace Brumbaugh.....	Fifth Grade
Coral Binning.....	Fifth Grade
Mabel G. Padgham.....	Fourth Grade
Margaret E. Klein.....	Fourth Grade
Mary C. Murphy.....	Fourth Grade
Grace R. Fisk.....	Third Grade
Mary E. Williams.....	Third Grade
Frances M. Slater.....	Third Grade
Marion Schneider.....	Second Grade
Marion E. Martin.....	Second Grade
Grace Upcraft.....	Second Grade
Margaret S. Rodgers.....	First Grade
Esta G. Decker.....	First Grade
Edith A. Elmendorf.....	First Grade
Margheretta A. Scott.....	First Grade
Anna Feist.....	Kindergarten
Jeannette M. Higgins.....	Kindergarten
Ottillie E. Loschnitz.....	Kindergarten
Iva G. Parker.....	Kindergarten
Olga B. Atchison.....	Special Class

CENTER SCHOOL—No. 4.
(Liberty Street.)

Elizabeth Otis.....	Principal
Emma E. Stevenson.....	Seventh Grade
Clara V. Farber.....	Sixth Grade
E. Pearl Palmer.....	Sixth Grade
Clara A. Cruickshank.....	Fifth Grade
Aline E. Beck.....	Fifth Grade
E. Katherine Dimick.....	Fourth Grade
Ethel H. Scharrer.....	Fourth Grade
Mary E. Lawrence.....	Third Grade
Emily L. Benoit.....	Second and Third Grades
Grace C. Chandler.....	Second Grade
Stella H. Smith.....	First Grade
Alice Norbury.....	Kindergarten
Alice E. Bailey.....	Kindergarten

BROOKDALE SCHOOL—No. 5.
(Upper Broad Street.)

Wray E. Sexton.....	Principal and Seventh Grade
Emma F. Ward.....	Fifth and Sixth Grades
Hazel K. Morris.....	Third and Fourth Grades
Vera M. Crist.....	First and Second Grades
Helen Klinefelter.....	Kindergarten

CARTERET SCHOOL—No. 6.
(Grove Street.)

Charles V. Wolverton.....	Principal
Beatrice B. Wainwright.....	Fifth Grade
Minnie B. Aue.....	Fourth Grade
Mary C. Broadwell.....	Third Grade
Ethel C. Alabran.....	Second Grade
Vera C. Lamb.....	First Grade
Beatrice R. Williams.....	First Grade
Eleanor J. Durr.....	Kindergarten
H. Leona Smith.....	Kindergarten

FAIRVIEW SCHOOL—No. 7.
(Montgomery Street.)

Fred S. Bush.....	Principal
Frank J. Allen.....	Seventh Grade
Gurney Matteson.....	Seventh Grade
Ruth Aileen Gifford.....	Seventh Grade
Elizabeth A. Sterling.....	Sixth Grade
Mabel Ackroyd.....	Sixth Grade
Claire I. Lavery.....	Fifth Grade

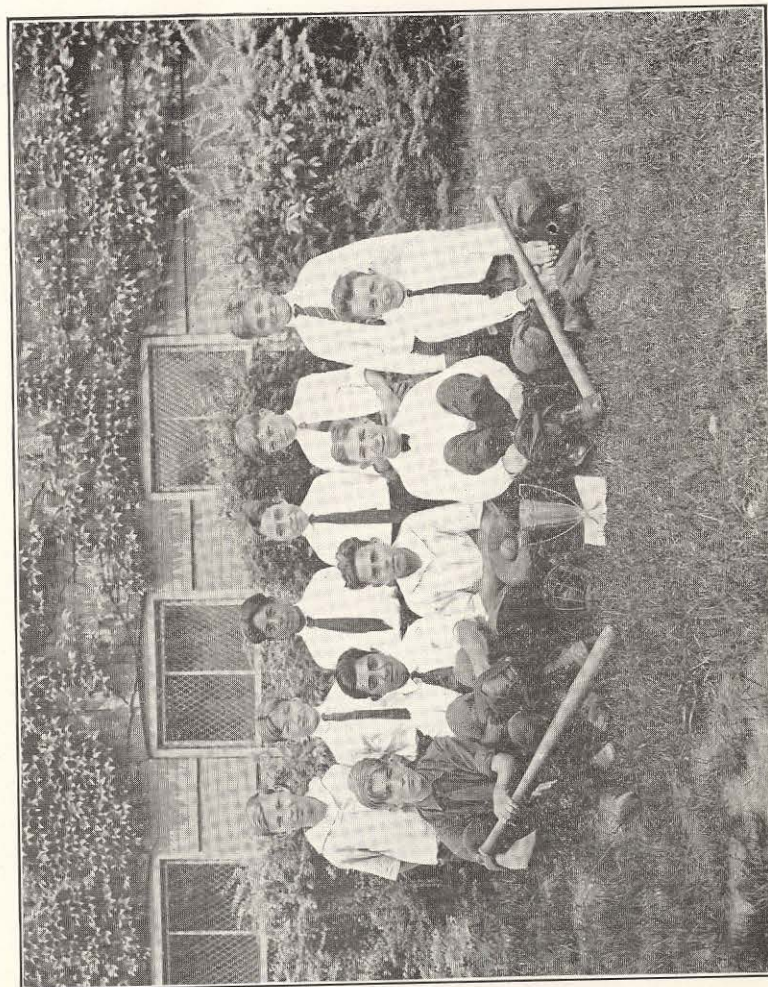
Ruth M. Ashbey.....	Fifth Grade
Edith E. Thomas.....	Fourth Grade
Lulu M. Aspell.....	Fourth Grade
Eileen McCarthy.....	Third Grade
Clara E. Burd.....	Third Grade
Beatrice M. Wood.....	Second Grade
Caroline W. Soutar.....	Second Grade
Ida E. Birdsall.....	First Grade
Kate B. Haupin.....	First Grade
Ruth V. Pratt.....	Kindergarten
Mildred V. Jenkins.....	Kindergarten
Mildred C. Stone.....	Kindergarten
Esther Berely.....	Kindergarten

WATSESSING SCHOOL—No. 8.
(Prospect Street.)

Anna S. Agnew.....	Principal
William H. Sampson.....	Seventh Grade
Eva E. Adair.....	Seventh Grade
Martha C. Raub.....	Seventh Grade
Elizabeth A. Terry.....	Sixth Grade
Caroline M. Bliven.....	Sixth Grade
E. May Colfax.....	Fifth Grade
Mildred M. Wyker.....	Fifth Grade
Marie Biggart.....	Fourth Grade
Mabel E. Deuel.....	Fourth Grade
Charlotte M. Quimby.....	Third Grade
Marion B. Robinson.....	Third Grade
Ruth E. Struble.....	Second Grade
Madeline M. Noll.....	Second Grade
M. Estelle Dodd.....	First Grade
Elizabeth D. Clarke.....	First Grade
Helen A. Morris.....	Kindergarten
Nellie V. Harvey.....	Kindergarten
Esther L. Robinson.....	Kindergarten
Dorothy Roake.....	Kindergarten

PARK SCHOOL—No. 9.
(Belleville Avenue, near Broad Street.)

Joseph C. Wilson.....	Principal
Grace E. Jones.....	Eighth Grade
Mabelle C. Howard.....	Eighth Grade
Edith L. Beatty.....	Eighth Grade
Anna Van Dyke.....	Eighth Grade
Delaphine Keeler.....	Eighth Grade



FAIRVIEW SCHOOL—WINNERS OF THE ATHLETIC TROPHY.

Mary J. Sloat.....	Seventh Grade
Florence J. Bailer.....	Music—Seventh Grade
Adelaide M. Reeder.....	Seventh Grade
Jane M. Dunlap.....	Seventh Grade

OPPORTUNITY SCHOOL.
(279 Glenwood Avenue.)

Maude L. Tuller.....	Special Class
Janet Duym.....	Special Class

SUPERVISORS.

Ida E. Robinson.....	Elementary Grades
Pauline Hatch.....	Physical Training, Elementary Grades
S. Frederick Smith.....	Music
A. Garside Pennell.....	Agriculture

ART DEPARTMENT.

E. Ruth Palmer.....	Director
Anna P. Thomas.....	Assistant
Lorena E. Babbitt.....	Assistant
Anna M. Croll.....	Assistant
Mary V. Bostwick.....	Assistant

HOUSEHOLD ARTS DEPARTMENT.

Clara E. Schauffler.....	Director
Clara N. Sutton.....	Assistant
Bertha G. Drisko.....	Assistant

MANUAL TRAINING DEPARTMENT.

Albert F. Koehler.....	Director
Vivian H. Cady.....	Assistant
Michael Frate.....	Assistant
Lewis D. Grabow.....	Assistant

MEDICAL INSPECTION.

Dr. Arthur G. Pilch.....	Medical Inspector
Mary McGovern.....	School Nurse
Margaret Niles.....	Nutrition Worker

SECRETARY TO SUPERINTENDENT.

Jennie R. Weller.

ATTENDANCE OFFICER.

Frank W. Zeidler.

BUILDINGS AND REPAIRS.

C. E. Conner.

BLOOMFIELD PUBLIC SCHOOL BOOK LIST.

TEXT-BOOKS FOR ELEMENTARY GRADES.

1923-1924.

Readers:

The Standard Literature Series.....	Newson & Co.
Stories of the Red Children.....	Educational Publishing Co.
Treasure Island.....	D. C. Heath & Co.
Sure Pop and the Safety Scouts.....	World Book Co.
Peters and Brumbaugh Reader Series.....	Christopher Sower Co.
Safety First for Little Folks.....	Chas. Scribner's Sons
Story Steps.....	Silver, Burdett & Co.
Arlo.....	Hammert & Co.
Progressive Road to Reading Series.....	Silver, Burdett & Co.
Sunbonnet Babies.....	Rand & McNally
Overall Boys.....	Rand & McNally
King Arthur and His Knights.....	Rand & McNally
Robin Hood and His Merry Men.....	Rand & McNally
Hiawatha Primer.....	Houghton Mifflin Co.
The Summer's Reader Series.....	Lloyd-Noble-Adams
The Dutch Twins.....	Houghton, Mifflin Co.
Baldwin and Bender Reader Series.....	American Book Co.
Peter and Polly Series.....	American Book Co.
Dramatic Reader for Lower Grades.....	American Book Co.
Dramatic Reader for Grammar Grades.....	American Book Co.
Story-Hour Reader Series.....	American Book Co.
A Child's Robinson Crusoe.....	Beckley-Cardy Co.
Elson-School Reader Series.....	Scott-Foresman Co.
Riverside Literature Series.....	Houghton, Mifflin Co.
Work-a-day Doings on the Farm.....	American Book Co.
Horace Mann Reader Series.....	Longmans, Green & Co.
Kipling Reader Series.....	Appleton Co.
Peter Pan.....	Silver, Burdett & Co.
Bolenius, Boys' and Girls' Series.....	Houghton, Mifflin Co.
Industrial and Social History Series.....	Rand & McNally
Story of Hiawatha.....	Educational Publishing Co.
Kendall Reader Series.....	D. C. Heath & Co.
A Watcher in the Woods.....	Century Co.
A Man without a Country.....	F. A. Owen & Co.
Bunny Rabbitt's Diary Reader.....	Little, Brown & Co.
Hide and Seek in Forest Land.....	Appleton & Co.
New Barnes Reader Series.....	Laidlaw Brothers
Standard Classic Reader Series.....	Educational Publishing Co.
Children's Method Reader Series.....	Hinds, Hayden & Eldredge Co.
The Silent Reader Series.....	John C. Winston Co.

The Winston Reader Series.....	John C. Winston Co.
Travel of Birds.....	Appleton & Co.
Happy Jack.....	Little, Brown & Co.
Little Boy Blue and His Friends.....	Little, Brown & Co.
Wheeler's Graded Literature Series.....	W. H. Wheeler & Co.
Modern Readings Series.....	D. C. Heath Co.

Geography Books:

Practical Exercises in Geography.....	Silver, Burdett & Co.
Home Geography for Primary Grades.....	Educational Publishing Co.
Brigham & McFarlane—Essentials of Geography Series,	American Book Co.
Deane's Geography of New Jersey.....	Silver, Burdett & Co.
Morris' Industrial and Commercial Geography.....	Lippincott & Co.
Haaren's First Notions of Geography.....	D. C. Heath & Co.
Home and World Series.....	Macmillan Co.
A Brief Geography of Europe.....	Hinds, Hayden & Eldredge
Carpenter's Geographical Readers.....	American Book Co.
Carroll's Around the World Series.....	Silver, Burdett & Co.
Winslow's Geography Series.....	D. C. Heath & Co.
Human Geography Series.....	J. C. Winston Co.

History Books:

Barnes Elementary.....	American Book Co.
Montgomery's Leading Facts.....	Ginn & Co.
Thwait's & Kendall—History of the United States.	Houghton, Mifflin Co.
Bourne & Benton—Introduction to American History,	D. C. Heath & Co.
Our Ancestors.....	Silver, Burdett & Co.
Builders of Our Country.....	Appleton & Co.
Our United States.....	Silver, Burdett & Co.
Otis' Colonial Series.....	American Book Co.
Our Country's Call to Service.....	Scott-Foresman Co.
Founders of Freedom in America.....	Hinds, Hayden & Co.

Civics Books:

Dunn's Community and the Citizen.....	D. C. Heath & Co.
Nida's City, State and Nation.....	Macmillan Co.
Our Community Civics.....	J. C. Winston Co.

Physiology and Hygiene:

Conn's Series.....	Silver, Burdett & Co.
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Writing Books:

Palmer System of Writing.....	A. N. Palmer Co.
Lister's Muscular Movement Writing.....	Macmillan Co.

Arithmetic Books:

Brook's Mental Arithmetic.....	Christopher Sower Co.
Milne's Standard Arithmetic.....	American Book Co.
Hamilton's School Arithmetic Series.....	American Book Co.
Arithmetic by Grades.....	Hinds, Hayden & Eldredge Co.
Arithmetic without Pencil.....	D. C. Heath & Co.
Everyday Arithmetic.....	Dutton & Co.

Bookkeeping:

Metropolitan System of Booking.....	Metropolitan Book Co.
Primary Bookkeeping Sets.....	Ellis Publishing Co.

English:

Higher Lessons in English.....	Chas. E. Merrill Co.
Progressive Composition Lesson Series.....	Silver, Burdett & Co.
Vital English.....	F. M. Ambrose & Co.
English Composition.....	Henry Holt & Co.
Essentials in English.....	American Book Co.
Everyday English Composition.....	American Book Co.

Spellers:

Barnes' New Speller.....	Laidlaw Brothers
Essential of Spelling.....	American Book Co.
Test and Study Speller.....	Silver, Burdett & Co.

Dictionary:

Webster's.....	American Book Co.
Concise Standard.....	Funk & Wagnalls Co.
Winston Simplified.....	J. C. Winston Co.

HIGH SCHOOL TEXTS, 1923-1924.

English:

Halleck's History of English Literature.....	American Book Co.
Halleck's History of American Literature.....	American Book Co.
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